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ABSTRACT

This guide presents a systematic approach to developing competencies that will enable teacher-coordinators to meet effectively the occupational needs of students and to provide a source of well-trained individuals for business and office occupations. The guide consists of ten competency-based instructional modules which outline procedures for initiating, developing, operating, improving, and evaluating cooperative office education (COE). Module titles are (1) What COE Is and Is Not, (2) Determine the Need for a COE Program, (3) Student Recruitment, (4) Student Selection, (5) Organization of Instruction, (6) Finding Training Stations, (7) Completing Training Plans, (8) COE Student Job Placement, (9) Conducting Coordination Activities, and (10) Sponsor Development. Each module consists of a rationale, objectives, learning activities, criterion test, and model answers. (LRA)

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A Competency - Based Guide for Organizing and Administering Cooperative Office Education

Division of Program Services
Vocational Education
Department of Education
Commonwealth of Virginia
Richmond, VA 23216
June 1979

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Foreword

Competent teacher-coordinators are vital to the success of Cooperative Office Education programs in the public secondary schools in Virginia. These individuals are directly responsible for planning and coordinating in-school instructional programs and on-the-job training programs for students and have an important leadership role in providing a link between the school and the community.

This guide presents a systematic approach to developing competencies that will enable teacher-coordinators to meet effectively the occupational needs of students and to provide a source of well trained individuals for business and office occupations.

W. E. Campbell
Superintendent of Public Instruction

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Statement Of Purpose

This guide has been prepared by the staff of the Business Education Service and a task force of experienced teacher-coordinators to give direction to teachers of Cooperative Office Education in the public secondary schools in Virginia. The procedures outlined in this publication are based on identified coordination techniques and, therefore, establish a standard for evaluating and a basis for approving Cooperative Office Education programs.

The guide consists of ten, competency-based instructional modules which outline procedures for initiating, developing, operating, improving, and evaluating Cooperative Office Education. Each module consists of a rationale, objectives, learning activities, criterion test, and model answers. This guide will serve as a valuable reference for experienced teacher-coordinators in organizing, administering, and improving programs and will provide teacher educators and supervisors with an effective instructional tool for conducting preservice and inservice training. It is hoped that the use of this guide will result in technically competent coordinators, quality programs, and well-trained students in business and office occupations.

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MODULE 1
WHAT COE IS AND IS NOT

RATIONALE

As a Cooperative Office Education (COE) teacher-coordinator, you must have a clear understanding of the activities in which you, the student-learner, and the employer should be engaged. The success of the entire program depends upon your knowledge and implementation of what is truly COE. Many individuals conduct activities under the guise of COE; yet, they may in fact be engaged in activities which, under scrutiny, could more properly be classified as part of a school work program.

You need the assurance and confidence that you know exactly what COE embraces, and what it does not, in order to do your job effectively. The purpose, then, of this module is to enable you to distinguish between what COE is or is not.

OBJECTIVES

1. Complete a chart like the one shown on page 1.4 of this module. A chart with the 10 characteristics and all columnar headings will be furnished. You must complete the chart by making all column entries with 100 percent accuracy.
2. Respond to comments made about your COE program by fellow teachers and a potential employer. Each person's comments will contain misconceptions about the COE program. In each instance, your response must identify the misconceptions and refute them by describing the characteristics of COE as given in this module.

DECISION

If you think you can meet the objectives, you may proceed directly to the Criterion Test.

Complete the Learning Activities if you do not believe you can meet the objectives.

LEARNING ACTIVITIES

The following learning activities should enable you to perform as specified in the objective:

1. Study "Work Education Through Vocational Education in Virginia's Public Schools," page 1.1 to differentiate between cooperative education and other types of work education.
2. Study, "Characteristics of COE," page 1.3, to discern essential elements of all COE programs.
3. Study "Characteristics of COE Which Are Not Necessarily Present in Other Types of Work Education Programs," page 1.3 to enhance further your ability to distinguish between COE and other types of work education programs.
4. Study the "Summary" on page 1.4 as a culminating activity.

LEARNING ACTIVITY 1

WORK EDUCATION THROUGH VOCATIONAL EDUCATION IN VIRGINIA'S PUBLIC SCHOOLS[1]

INTRODUCTION

"Work education" is a teaching method that has become a popular educational tool recommended for use for a variety of educational purposes. With the widespread use of this term, many educators and lay people frequently label all types of on-the-job activities as "work experience" or "cooperative education" and fail to perceive the philosophical and operational differences among the various types of work education. Not all on-the-job activities are "cooperative education" even though they are school approved. Some have vocational guidance purposes; others have wage producing or cultural enrichment objectives; but all give opportunities for students to learn first-hand within the world of work. Ideally, students have a sequence of work education experiences starting with work exposure and continuing through cooperative education, which is the most efficient and effective type of work education for occupational preparation.

To clarify the various terms used for work education on-the-job activities and to differentiate between cooperative education and other types of work education in vocational education programs, the following definitions have been prepared.

Definitions

1. *Cooperative Education*

Cooperative education refers to a teaching method in an occupational preparation program of vocational education whereby students alternate their school schedule between in-school and on-the-job learning experiences. During the school day, students take required academic subjects, a class related to their occupational preparation program, and are provided released time from school for on-the-job instruction. Students receive instruction on the job in the occupational areas of their career choices.

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[1] Commonwealth of Virginia, *Work Education Methods and Techniques Defined*, Superintendent's Memorandum No. 7856, April 6, 1976.

The school program is coordinated with instruction on the job by a professionally trained teacher-coordinator who teaches the students in school, finds suitable work stations for them, and supervises their work education. The teacher-coordinator develops with the employer, parents, and student a training agreement which includes the instructional plan for the student on the job and assures that the student's classroom and on-the-job learning activities are melded into a single occupational preparation program. Such coordination assures that the educational values of specific job experiences stay in focus. The teacher-coordinator has scheduled time during the school day for coordination activities.

There are two types of cooperative education. In Type A, students have no prior training in their occupational area; while in Type B, students have had prior training in school. School credit toward graduation is given for the combination of school and on-the-job instruction. Students are paid for their on-the-job, wage-producing activities.

Cooperative education is available in Agricultural, Business, Distributive, Home Economics, and Trade and Industrial Education.

2. *Occupational Experience*

Occupational experience refers to on-the-job activities related to specific occupational areas being studied or for which study has been completed in school. Students work during or after regular school hours and/or during summer months. Extra credit toward graduation may be given for this work.

The teacher of the vocational area involved finds suitable work stations for students, may provide individualized instruction, and supervises students at work. Students may work in family or self-owned or managed enterprises or for other employers. In some situations, students work in school-owned enterprises.

3. *Exploratory Occupational Experience (Work Exposure)*

Exploratory work experience refers to school-designed activities in a work environment in a variety of occupations to help students identify job traits in relation to their own abilities and characteristics and to assist them in making realistic and appropriate occupational choices.

Exploratory occupational experiences use the community as a classroom for structured activities which include a variety of experiences such as:

(a) Student visits to business, industrial, and governmental facilities to observe the work that people do, to talk with workers, managers, and owners about their work, to spend some time with persons in occupational areas of the students' interests, and to perform limited job tasks where feasible. Students sample a variety of occupational areas, spending about ten hours at each work site.

(b) Student placement in a number of occupational areas relating to their career interests for in-depth exploration and "hands-on" experiences. Students may explore from three to six occupations in a school year.

Vocational teachers and counselors organize the exploratory activities in the community and help students relate these experiences to their own career decision making in a class of related instruction in school. Exploratory activities may take place during or after school hours. Exploratory occupational experience may be incorporated into a vocational program for which credit is given.

4. *General Work Experience*

General work experience is not intended to replace occupational preparation programs, but rather it provides students of work age opportunities to experience gainful employment or volunteer work structured to develop an understanding and appreciation of factors that lead to successful employment and job satisfaction. Through part-time employment, students are assisted in developing the necessary human relations skills, work attitudes, and common knowledge required for successful employment.

Work experience students obtain employment in jobs not requiring prior knowledge or training. Students learn how to do specific jobs and to produce on the job as quickly as possible. Where time and schedules permit, vocational teachers assist in the placement of students in jobs that are not required to be curricula or career related. Teachers see that students are not exploited and that hours of work are not excessive. Students may be released from school part of the day for work experience or may work after school hours, on weekends, and during vacation periods. Students who register for general work experience may be given school credit for the hours worked.

Educational disciplines other than vocational education may have general work experiences for cultural enrichment, community service, and other purposes.

5. *Work Study*

The Vocational Education Act of 1963, as amended in 1976, provides funds to be reimbursed to school divisions for compensation of full-time vocational students who are employed by the school division or other public agencies. Such work and compensation are provided to make it possible financially for students to remain in school and complete an occupational preparation program. While the employment provided for work-study students is preferably, but not necessarily, related to their occupational objectives it provides a means for helping them develop attitudes and practices essential to successful employment.

Work-study activities are administered and supervised by a project director who locates the students and the jobs, places the students, checks performance, and sees that students are compensated according to the regulations governing work-study projects.

LEARNING ACTIVITY 2
CHARACTERISTICS OF COE

The following are essential characteristics of the cooperative office education program:

1. *Written School Policy Regarding the COE Program*

   Each school should have published policies regarding its commitment to the COE program. Specifically, the policies should cover aspects such as (a) teacher-coordinator qualifications and responsibilities; (b) recruitment and selection of student-learners and training stations; (c) content of the training plan; (d) required length of training; (e) course credit; (f) student-learner wages; and (g) records, reports, and administration.

2. *Functioning Advisory Committee*

   A committee comprised of representatives from business, industry, and labor, as well as school personnel, parents, and students should advise the school on the operation of the COE program.

3. *Competent Teacher-Coordinator*

   The teacher-coordinator, who correlates each student-learner's in-class instruction with on-job training, must be a professionally competent business education teacher with demonstrated technical ability and actual business occupation experiences.

4. *Adequate Classroom Facilities*

   Sufficient classroom space, furniture, office equipment, and instructional materials are necessary to teach vocational skills and attitudes.

5. *Adequate Time for Coordination*

   The school should provide sufficient time during regular school hours to enable the teacher-coordinator to (1) search for training stations; (2) supervise on-the-job training of each student-learner; and (3) plan, organize, and execute the activities of the COE program.

6. *Instructional Program*

   To meet the vocational objectives of each student-learner, learning occurs in two primary places—the classroom with the integration of the Future Business Leaders of America (FBLA) vocational student organization and the training station.

   These elements must not be viewed as separate entities; rather, the teacher-coordinator must blend them into a total learning experience for each student-learner. Instruction must be designed to enable a student to obtain entry-level employment in any number of jobs within an occupational cluster and to advance in the occupation.

7. *Student-Learners with Business Career Objectives*

   Each student-learner in the COE program has expressed a desire to pursue a career in business. Further, the emphasis is upon learning rather than earning money.

8. *Selected Training Stations*

   Training stations are selected and/or approved by the teacher-coordinator according to established criteria. The emphasis is upon placing each student-learner in a cooperating business where learning will be maximized. The motive of the teacher-coordinator is never "to find the student-learner a job."

9. *On-Job Supervision*

   Each cooperating business agrees to appoint a training sponsor who assists the teacher-coordinator in training, supervising, and evaluating the progress of the student-learner. The teacher-coordinator makes frequent visits to the cooperating business where he or she confers with the student-learner and the training sponsor for the purpose of seeing that progress is being made toward meeting objectives as set forth in a training plan.

10. *Individualized Training Plans*

    The teacher-coordinator, the training sponsor, and the student-learner prepare an individualized plan, setting forth the precise nature and scope of the expected learning experiences and indicating whether such experiences are to take place in class or on the job. This individualized plan is designed to describe the manner in which the student-learner's occupational objectives are to be attained.

LEARNING ACTIVITY 3
CHARACTERISTICS OF COE WHICH ARE NOT NECESSARILY PRESENT IN OTHER TYPES OF WORK EDUCATION PROGRAMS

In cooperative office education, *the student*

1. Is placed in a job which is compatible with career objectives.
2. Follows an individualized training plan.

3. Is more concerned with learning than earning money.
4. Receives classroom instruction which is integrated with on-job activities.
5. Is rotated from job to job within the business.

In cooperative office education, *the employer*

1. Selects a student-learner who has a career objective in office occupations.
2. Is committed to assisting the teacher-coordinator in training, guiding, supervising, and evaluating the student-learner.
3. Is a participating member of a planned, school-sponsored program.
4. Receives the assistance of a teacher-coordinator who is trained to develop vocational skills in young learners.

In cooperative office education, *the teacher-coordinator*

1. Uses a training plan to integrate classroom instruction and on-job experiences.
2. Uses an advisory committee.
3. Is concerned with the whole student—social as well as vocational needs.
4. Continuously monitors training stations to assure educational soundness of on-job activities.

SUMMARY

The information contained in the materials you have just studied is summarized in the cart shown below. The chart is an expansion of one developed by Uthe.[2] Analyze it carefully, for it contains the information needed for you to successfully complete Objective 1 for this module.

As you study the chart, keep in mind that the world of work can be used by the school to accomplish many worthy objectives. They include:

A. Adjustment to the world of work
B. Cultural enrichment
C. Development of work attitudes and human relations skills
D. Earn money
E. General education work experiences
F. Occupational preparation
G. Prevent dropouts
H. Vocational guidance

While the chart identifies the *major* objective of each work education program, several of the objectives listed above can be met in any given program.

CHARACTERISTICS OF WORK EDUCATION PROGRAMS

CHARACTERISTIC	COOPERATIVE EDUCATION	OCCUPATIONAL EXPERIENCE	EXPLORATORY OCC. EXPERIENCE	GENERAL WORK EXP.	WORK-STUDY
1. Major objective	Occupational preparation	Vocational guidance	Vocational guidance	General education work experiences	Prevent dropouts
2. Class related to occupational preparation program	Yes	Yes	Yes	No	No
3. Student must have career objective in occupational area	Yes	No	No	No	No
4. Coordination accomplished by related class instructor	Yes	Yes	Yes	No	No
5. Program administered by certified teacher-coordinator in occupational field	Yes	No	No	No	No
6. Training agreement and training plan used	Yes	No	No	No	No
7. Vocational youth group correlated with instruction	Yes	No	No	No	No
8. Advisory committee used	Yes	No	No	No	No
9. Paid employment	Yes	Not necessarily	Not usually	Yes	Yes Government subsidy
10. Place of employment	No restrictions	No restrictions	No restrictions	No restrictions	Public, non-profit agencies

DECISION

Can you now meet the objectives in this module?

YES. Proceed to the Criterion Test for this module.

NO. Review the Learning Activities in this module.

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[2] Uthe, Elaine F. *The Cooperative Vocational Program.* This outstanding set of materials was developed at the Michigan State University in 1972. For information about availability, contact Dr. Uthe at 3345 Carriage Lane, Lexington, KY 40502.

MODULE 1 CRITERION TEST

DIRECTIONS

Complete the chart shown on this page as follows:

Characteristic 1 Examine the following list of objectives and then enter the **letter** which represents the major objective of each work education program.

A. Adjust to the world of work
B. Cultural enrichment
C. Develop work attitudes and human relations skills
D. Earn money
E. General education work experiences
F. Occupational preparation
G. Prevent dropouts
H. Vocational guidance

Characteristics 2-8: Enter either "Yes" or "No" for each work education program.

Characteristic 9: For each work education program, enter one of the following:

Not necessarily
Not usually
Yes
Yes, government subsidy

Characteristic 10: For each work education program, enter one of the following:

No restrictions
Public, non-profit agencies

CHARACTERISTICS OF WORK EDUCATION PROGRAMS

CHARACTERISTIC	COOPERATIVE EDUCATION	EXPLORATORY OCC. EXPER.	GENERAL WORK EXPER.	OCCUPATIONAL EXPERIENCE	WORK-STUDY
1. Major objective					
2. Class related to occupational preparation program					
3. Student must have career objective in occupational area					
4. Coordination accomplished by related class instructor					
5. Program administered by certified teacher-coordinator in occupational field					
6. Training agreement and training plan used					
7. Vocational youth group correlated with instruction					
8. Advisory committee used					
9. Paid employment					
10. Place of employment					

DIRECTIONS

Respond to the comments made in each of the following situations. In each instance your response must identify the misconceptions about COE. You must refute the misconceptions by describing the characteristics of COE as given in this module.

SITUATION 1[3]

One afternoon in the teacher's planning room several of your fellow teachers ask you questions which indicate that they do not fully understand the nature and purposes of COE.

A. *An English Teacher*

"Should a student enrolled in your COE program who is failing an academic class be allowed to remain on the job? One of your COE students is failing my English class and should be removed from the job, don't you agree?"

B. *A Chemistry Teacher*

"I have a student who would like to work for a while to get a feel for what it takes to get along in the world of work. Although he's not enrolled in COE, would you help him locate a job?"

C. *A Driver Education Teacher*

"I know plenty of students who work without receiving school credit. I don't think it's fair for COE students to receive school credit for working. How do you justify this?"

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[3] Situations adapted from *The Glen Oaks Simulation*, Columbus, Ohio: The Center for Vocational Education, The Ohio State University, 1974.

SITUATION 2

You are updating training plans in your office one afternoon when the phone rings. . .

> "This is George Belcher down at Hinton Supply. I need a couple of kids to work down here in our office. I can keep'em busy filing, stuffing envelopes, running errands, cleaning up and the like. It will keep'em busy and give'em a chance to earn some money. How soon can you send a couple of students down?"

To evaluate your performance on the Criterion Test, proceed to the Model Answers.

MODULE 1 MODEL ANSWERS

CHARACTERISTICS OF WORK EDUCATION PROGRAMS

CHARACTERISTIC	COOPERATIVE EDUCATION	EXPLORATORY OCC. EXPER.	GENERAL WORK EXPER.	OCCUPATIONAL EXPERIENCE	WORK-STUDY
1. Major objective	F	H	E	H	G
2. Class related to occupational preparation program	Yes	Yes	No	Yes	No
3. Student must have career objective in occupational area	Yes	No	No	No	No
4. Coordination accomplished by related class instructor	Yes	Yes	No	Yes	No
5. Program administered by certified teacher-coordinator in occupational field	Yes	No	No	No	No
6. Training agreement and training plan used	Yes	No	No	No	No
7. Vocational youth group correlated with instruction	Yes	No	No	No	No
8. Advisory committee used	Yes	No	No	No	No
9. Paid employment	Yes	Not usually	Yes	Not necessarily	Yes government subsidy
10. Place of employment	No restrictions	No restrictions	No restrictions	No restrictions	Public, non-profit agencies

> If your responses cover the same *major* points as those shown below, you should judge yourself as having met the objective.

SITUATION 1

A. The major misconception here is a failure to perceive the job as a *part* of the COE learning experience. In cooperative education the job is an extension of the classroom where in-school learning is applied and where other skills and knowledges are developed.

Should a student who is failing English be removed from the COE job? It is hoped that the teacher-coordinator and the English teacher should consider this action as a last resort. If the teacher-coordinator has placed the student-learner in a situation where the job is taking so much time that other school work is suffering, then the situation should be recognized and adjustments made. A student is not removed from math, science, and English if the student is failing social studies! Nor should a COE student be removed from the job *solely* because that student is failing another course.

B. This teacher does not understand that COE is an occupational preparation program. The student should probably be referred to the General Work Experience coordinator. For public relations purposes, you may mention prospective places of employment you encounter during your coordination visits.

C. Here is another teacher who fails to see that COE is a *method of instruction*. The job is used as a vehicle to help achieve career objectives. If you continue to hear comments such as this, you should intensify your efforts to articulate the purposes of COE to teachers, administrators, parents, students, and employers.

SITUATION 2

The caller seems to believe that the primary role of the COE program is to furnish workers to fill menial jobs.

The teacher-coordinator should not automatically reject the caller's invitation to supply two students. If an interview can be arranged, the teacher-coordinator may find that the business offers more experiences than described over the phone. A face-to-face meeting with the caller may also enable the teacher-coordinator to expand job duties into a training station for a COE student.

If duties at the potential training station consist of no more than stuffing envelopes and filing, and if no prospect for additional learning experiences at a later date exists you should suggest that the caller contact the General Work Experience coordinator at the high school.

DECISION

If your performance on the Criterion Test is evaluated as satisfactory, you have completed this module.

If your performance is not satisfactory, you should do the following to correct deficiencies:

1. Restudy the Learning Activities in this module.
2. Study the Additional Resources.

ADDITIONAL RESOURCES

1. *A Guide for Cooperative Vocational Education.* Minneapolis, MN: University of Minnesota, College of Education, Division of Vocational and Technical Education, 1969. pp. 8-14.
2. Mason, Ralph E. and Peter G. Haines. *Cooperative Occupation Education and Work Experience in the Curriculum.* Second Edition. Danville, IL: The Interstate Printers and Publishers, Inc., 1972. Ch. 1.
3. Meyer, Warren G., Lucy C. Crawford, and Mary K. Klaurens. *Coordination in Cooperative Vocational Education.* Columbus, OH: Charles E. Merrill Publishing Co., 1975. pp. 1-4.
4. Stadt, Ronald W. and Bill G. Gooch. *Cooperative Education.* Indianapolis, IN: Bobbs-Merrill Co., Inc., 1977. pp. 31-38.

MODULE 2

DETERMINE THE NEED FOR A COE PROGRAM

DECISION

You may wish to go to another module if you are in a school with an established COE program.

Periodic community and student surveys should be conducted for establishing programs. You should, therefore, study this module at some point.

RATIONALE

The need for and possible success of a COE program must be documented before it is established in a public high school in Virginia. Two important determinants for a successful COE program are the interest and support of the community and the interests of and benefits to the students. If community and student support exists, a COE program may be established.

The purpose of this module is to describe procedures for conducting community and student surveys to determine whether a COE program should be established in your particular school and community.

OBJECTIVE

Given the survey results completed by three hypothetical school divisions, complete a "Checklist to Determine the Need for a COE Program" and indicate which divisions should proceed with the implementation of a COE program.

Successful performance will be 100 percent accuracy of all checklist responses and correct identification of school divisions which should implement COE programs.

DECISION

If you think you can meet the objective, you may proceed directly to the Criterion Test.

Continue with the Learning Activities if you do not believe you can meet the objective.

LEARNING ACTIVITIES

You must have facts and figures to justify the implementation of a COE program. The information and the procedures outlined below will assist you in justifying the need for the program in your school and community. A knowledge of the information and procedures will enable you to meet the objective.

1. The present office occupations education programs in your school must be well established and must follow the guidelines of the Business Education Service, Virginia Department of Education.

   READ and STUDY the *current* guidelines set forth by the Business Education Service, and the Division of Vocational Education, Virginia Department of Education. This material is available through the superintendent's office of your school division or the Business Education Service, Virginia Department of Education.

   READ and STUDY "Suggested Procedures for Establishing a COE Program" on page 2.1 of this module.
2. A steering committee should be established to conduct surveys to determine whether or not a COE program should be established. READ and STUDY page 2.2 of this module on "How the Steering Committee Can Assist in Determining Whether a COE Program Should be Established."
3. READ and STUDY page 2.3 on "Conducting the Community and School Surveys." Sample forms for the business community survey and student interest surveys are found on pages 2.5 and 2.7 of this module. STUDY these forms and the form letter on page 2.4 which can be used to accompany the survey form. (These are sample forms and should be adjusted to meet the needs of a particular school situation.)
4. READ and STUDY page 2.8 for "Suggestions for Tabulating and Interpreting Survey Data."

LEARNING ACTIVITY 1

SUGGESTED PROCEDURES FOR ESTABLISHING A COE PROGRAM

The following procedures are *suggested* for establishing a COE program:

1. Define your present office occupational education program and determine if it is well established.
2. Appoint a steering committee of business teachers and/or appropriate school personnel to survey local offices to determine the number of work-training stations in the community in which cooperative students might be placed. For

the ideal situation, the number of work stations should equal one and one-half times the number of students to be placed.

3. Interview prospective business students, (junior students who will be seniors when the program is implemented) to explain the cooperative program and to determine eligibility for the program and their interest in participating. To be eligible, a student should have followed a planned occupational education program and have an employable skill to qualify for placement. There is no minimum number of students required to start a program; however, prospects for future growth should be considered.
4. Identify a qualified business teacher to coordinate the COE program. The following qualifications are recommended for a COE coordinator:
   a. a baccalaureate degree in Business Education from an accredited college or a baccalaureate degree in Business Administration with a minimum of 6 hours of professional business education courses.
   b. a Collegiate Professional or a Collegiate Teaching Certificate endorsed either for "Business Education" or for one of the options in Business Education as described in the current *Teacher Certificate Requirements* publication.
   c. a minimum of 480 hours of approved office occupational experience.
   d. two years of successful teaching experience in business education.
   e. the personality and ability to meet and work with school personnel, parents, and employers in the community. In securing and maintaining the cooperation of businesses, the coordinator should be familiar with acceptable office procedures and business practices as well as employment problems. Above all, a coordinator must like people and must have a strong desire to work with high school youth.
   f. participation in an orientation program for COE coordinators.
5. Provide an adequately equipped office occupations laboratory for related instruction. Provide the coordinator with office space for privacy in interviewing students, business people, and parents. Provide a telephone or an extension phone for making community contacts.
6. Provide the coordinator with sufficient time during the day for program planning, for the development of instructional materials, for making community contacts and for visiting students on the job. In determining the amount of time needed for coordination activities, the number of students to be placed and visited, the distance between placements, and the distance between the school and the placement area must be considered. Coordination time is in addition to the planning period which all teachers are allotted in their school schedules. The number of classes taught plus the coordination time should not exceed the normal scheduled load of any teacher. Future Business Leaders of America (FBLA) is co-curricular; therefore, COE Coordinators share these responsibilities with other staff members. The coordinator is a part of the total school staff and shares in the management responsibilities with other teachers; however, assignments should not interfere with the released periods for coordination.
7. The term of employment for COE coordinators is at least one additional month beyond the regular contract for teachers. Time spent during the summer months is used to develop instructional materials based upon actual office procedures studied in the community through visitations and job analyses, to make follow-up studies of students, to place graduates, to begin placement of next year's students, to attend the FBLA Summer Leadership Conference, and to attend the Annual Business Education Conference.
8. Where there is more than one COE coordinator in a school, it is helpful if one is designated as the head coordinator. The head coordinator should handle incoming requests and coordinate job-finding efforts of the other coordinators.

LEARNING ACTIVITY 2

HOW THE STEERING COMMITTEE CAN ASSIST IN DETERMINING WHETHER A COE PROGRAM SHOULD BE ESTABLISHED

A steering committee composed of the business teachers and/or other appropriate school personnel should be appointed by the administration to determine whether a COE program can be established. The first meeting of the steering committee is to orient the members regarding their duties and objectives. Resource persons from the Business Education Service, Virginia Department of Education, should be invited to this meeting. Visual aids explaining the COE program are available on loan from the Business Education Service, Virginia Department of Education.

The following information will be useful and should be available to the steering committee:

1. A knowledge and understanding of the existing office occupational education programs.
2. A definition and explanation of the objectives of a COE program and how it operates. (See Module 1)
3. The degree of support of the faculty and administration of the school in which the program is being considered.
4. The method of surveying to determine the number of prospective students for a COE program and the nature of the student needs and interests.
5. A method of conducting the survey to obtain reliable data regarding potential ability of busi-

ness firms to provide training stations and possible full-time employment for graduates.

6. A list of the local business firms that should be included in the survey. (Prepare a card file.) It would be beneficial to contact the local public employment office and Chamber of Commerce. A city directory, if available, will provide additional names.
7. Information regarding the current and projected employment markets for placement of part-time student-learners and full-time placement of graduates.

Using this information, the steering committee conducts the community and student interest surveys, tabulates the data, interprets the results, and assists in making the decision about the establishment of the COE program in the school.

Once the decision has been made regarding the COE program, the steering committee is dissolved. If the decision is made to establish a COE program, an advisory committee should be formed.

LEARNING ACTIVITY 3

CONDUCTING THE COMMUNITY AND SCHOOL SURVEYS

The Community Survey

Some specific objectives for conducting the community survey are:

1. To determine the willingness of local business people to support the program through cooperation and participation in it.
2. To learn the names and number of potential training stations in the community.
3. To determine the types of businesses in the community and the various learning experiences they might provide COE students.
4. To reveal the office employment needs of the community—the kind and number of job opportunities.
5. To acquaint the business people with the COE program—provide publicity for the program.
6. To determine the educational training required for office employment in the area.
7. To learn the types of organizational patterns and business machines used in offices.
8. To discover whether job entrance tests are used and the kinds administered, if applicable.
9. To discover the approximate starting salaries for office occupations in the community.

The method of conducting the community survey should be suggested by the steering committee. A mail survey is sometimes conducted; however, a more effective method is to send the survey form with a letter requesting a personal interview to collect the completed questionnaire. This method provides personal contact which can result in better public relations and more accurate information.

The survey questionnaire should be designed to meet the needs of the school and community. The accompanying form letter should describe the purpose of the survey and the method to be used to collect or return the survey form. Samples of a form letter and survey questionnaire are given on pages 2.4 and 2.5.

Suggestions for making the community survey:

1. Publicize the purpose of the survey using all available media.
2. Conduct and complete the survey as soon as possible. Set a deadline for survey forms to be returned.
3. Make certain that all interviewers or school personnel collecting the survey data are aware of the following concerns:
   a. understands each question on the survey form. They may need to make notations on the forms collected.
   b. answers any questions regarding the existing office occupational education program and regarding the proposed COE program.
   c. understands the procedures to follow if the person to be interviewed is busy or is not in.
   d. checks completed questionnaires to make certain all questions are answered, are legible, and are not ambiguous. Makes notation if question does not apply.
   e. eliminates any misunderstanding regarding business firms to be contacted.
   f. uses card file of firms being surveyed so that follow-up can be made on businesses not contacted.
   g. carries extra blank forms in case a business person has misplaced the form or needs additional forms.

Note: If a community survey has been completed recently by another school in your locality with an established COE Program, it would be advisable to utilize these statistics. It may be found that another survey is not necessary.

The School Survey

Some specific objectives for conducting the school survey are:

1. To discover the interests and needs of the students.
2. To determine student willingness to participate in the program.
3. To ascertain the number of potential qualified COE student-learners.
4. To determine the career objectives of the students.
5. To discover the educational qualifications of students for participation in a COE program.
6. To acquaint the students with the COE program—publicity for the program.
7. To identify the educational training and business curriculums needed to qualify for on-the-job training.

(SAMPLE FORM LETTER TO BE ENCLOSED WITH QUESTIONNAIRE)

Current Date

Name of Business
Address of Business

Dear ________________________:

________________High School is studying the feasibility of establishing a Cooperative Office Education (COE) program. Students in a COE program attend classes part of the school day and work part time in training stations in local business offices. A teacher-coordinator correlates the in-school instruction with the student's on-the-job training.

The COE program requires the support of the community. We are conducting a survey to ascertain approximately how many employers might support the program by providing part-time office employment for students enrolled in the program. The survey will also provide information which will be used to improve classroom instruction so that we may better meet the needs of local businesses.

A school representative will call for an appointment to collect the completed survey form and answer any questions you may have. The interview will be brief.

Your cooperation in completing this survey will be greatly appreciated by the school and the students who may be the future employees of the business firms in this community. Thank you for your assistance in helping determine the need for this program.

Sincerely yours,

(Principal or Superintendent)

xx

Enclosure

(SAMPLE FORM)

________High School

Business Community Survey

I. Name of business: ____

II. Address: ____

III. Type of business: ______________________________ Phone: __________

IV. Name of owner or manager: ____

V. Person completing questionnaire: ______________________________ Title: __________

VI. Approximate number of full-time office employees: Male______ Female______

VII. Approximate number of part-time office employees:

Adult: Male______ Female______
Student: Male______ Female______

VIII. Educational requirements for full-time office positions:

____

IX. Job entrance tests administered, if any: ____

X. Please indicate the number of office employees you now have in each of the following positions and the skill requirements for job entrance:

Number Employed	*Skill Requirements*
______ File Clerk	______________________________
______ Clerk-Typist	______________________________
______ Receptionist	______________________________
______ Stenographer	______________________________
______ Secretary	______________________________
______ Mail Clerk	______________________________
______ Keypunch Operator	______________________________
______ Bookkeeper	______________________________
______ Transcribing Machine Operator	______________________________
______ Duplicating Machine Operator	______________________________
______ Calculating Machine Operator	______________________________
______ Word Processing Machine Operator	______________________________
______ Others (Please list) ______________	______________________________
______________________________	______________________________

XI. Do you have any difficulty securing qualified office employees? ______________________________
If yes, for what types of office positions? ______________________________

XII. Does office employment in your firm increase during a particular time of the year? yes______ no______
If yes, when? __________ For what positions? ______________________________

XIII. Possible COE training stations:

Cooperative Office Education is a training program in office occupations in which students attend classes part of the school day and are employed in offices during the other part of the day. A teacher-coordinator correlates classroom instruction with on-the-job training.

A. Would you be willing to provide work experience opportunities for COE students? yes____ no ____

B. If yes, what types of part-time office positions could you offer? ______________________________

____

Number of COE students you would possibly employ: ______________________________

C. If no, please explain: ____

____

XIV. Please check below the types of office learning experiences you can possibly provide COE student-learners:

______ Telephone Usage
______ Filing
______ Manual Typewriter
______ Electric Typewriter
______ Shorthand Transcription
______ Machine Transcription
______ Bookkeeping
______ Data Processing
______ Keypunch
______ Mail Procedures
______ Receptionist
______ Billing Clerk
______ Ten-Key Adding Machine
______ Electronic Calculator
______ Spirit Duplicator
______ Stencil Duplicator
______ Offset Duplicator
______ Word Processor
______ Payroll Records
______ Others (Please List)
____

XV. In your opinion, what are likely to be the best job opportunities in office occupations in the next five years?

____

____

(SAMPLE FORM)

STUDENT INTEREST SURVEY

I. *Personal*

Date ____________

Name ____
Address ____
Date of birth ______________________________ Telephone ____________
Grade level ______________________________ Homeroom ____________
Father's name (or Guardian) ______________________________
Father's occupation ______________________________
Mother's name (or Guardian) ______________________________
Mother's occupation ______________________________

II. *Education and Future Plans*

High school major ______________________________
Plans after graduation ______________________________
Are you interested in preparing for an office occupations career?

yes______ no______ undecided______

Cooperative Office Education is a program in which a student attends school part of the day and works in an office part time. Would you be interested in participating in this program?

yes______ no______ undecided______

If yes, would you be able to provide your own transportation? ______________________________

Would you like additional information about the Cooperative Office Education Program?

yes______ no______

List the business subjects you have completed: ______________________________
____

List the business subjects you are presently taking: ______________________________
____

List the business subjects you plan to take in your senior year: ______________________________
____

List your extra curricular activities: ______________________________

List additional business subjects you would like to see offered:
____

III. *Employment Experience and Plans*

A. List any previous employment:
  1. Name of employer ______________________________
     Responsibilities: ______________________________
  2. Name of employer ______________________________
     Responsibilities: ______________________________

B. Are you presently employed? yes______ no______
  If yes, name of employer ______________________________
  Responsibilities: ______________________________

An assembly program of tenth-and eleventh-grade students is one of the best methods of presenting the benefits and objectives of a COE program. Visual aids about COE may be borrowed from the Business Education Service, Virginia Department of Education, and used in this assembly. A student interest survey form can be distributed during the assembly program, questions regarding the survey form can be answered, and the completed forms can be collected at the end of the program. Other methods of informing students about the program and collecting the student-interest survey forms may be through homerooms, business classes, or other classes according to your school situation. A sample survey form is shown on page 2.5.

LEARNING ACTIVITY 4

SUGGESTIONS FOR TABULATING AND INTERPRETING SURVEY DATA

Tabulating

When the surveys have been completed and all forms have been returned, the steering committee should consider the following suggestions:

1. Summarize numerical information using frequency tables. (Example: number of businesses employing one, two, three, or more file clerks.)
2. Keep the tables simple and manageable.
3. Use carefully worded explanations and captions for tables.
4. Include nonstatistical material; it could be valuable when presented in supplementary form.

Interpreting

1. The results must be a practical guide for establishing a COE program. Do not attempt to make too broad an interpretation.
2. Use the steering committee, not an individual, to interpret the results of the surveys. To gain the most benefit from the data, a variety of interests should be represented.
3. The results should not be interpreted to prove a preconceived idea.
4. Keep in mind that employment trends can change and that statistics are not final.

DECISION

Can you now meet the objective in this module?

YES. Proceed to the Criterion Test for this module.

NO. Review the Learning Activities in this module.

MODULE 2 CRITERION TEST

You are now ready to determine whether you are able to meet the objective of this module.

Given below are three hypothetical local school divisions that are trying to determine whether to implement a COE program in their respective schools. Study the three situations and then answer "yes" or "no" to the items given in the "Checklist to Determine the Need for a COE Program" for *each* division. You should then be able to determine which of these divisions should proceed with the implementation of a COE program.

Situation A

A steering committee composed of local business teachers, guidance personnel, and school administrators was appointed to study the feasibility of implementing a COE program to complement the existing office occupational education programs. The high school, serving approximately 2,000 students in grades 9-12, offers both a clerk-typist and stenographic occupational program in addition to basic business, typewriting, accounting, recordkeeping, and consumer economics courses.

Following the guidelines for establishing a COE program as set forth by the Business Education Service, Virginia Department of Education, the steering committee conducted community and student surveys. Using survey forms similar to those given in the learning activities of this module, the following results were tabulated:

Community Survey

19 businesses interested in providing work experience opportunities for COE students

28 total number of possible training stations

Summary of the types of businesses offering work experience:

4 legal offices
6 medical offices (including hospital)
5 insurance offices
10 manufacturing offices
3 small retail offices

Student Interest Survey

A survey of students already enrolled in the first-year of the clerk-typist and stenographic occupational programs indicated the following:

12 clerk-typist students interested in participating in a COE program, possess business skills, and could provide their own transportation

8 stenographic students interested in participating in a COE program, possess business skills, and could provide their own transportation

6 students were interested in the program but could not provide their own transportation

5 undecided

The steering committee and the school administration must now make a decision regarding the establishment of a COE program in their school division.

Situation B

This high school serves a rural community with an enrollment of 950 students in grades 10-12. A separate junior high school houses grades 8-9 and there are several feeder elementary schools. The high school business education program presently includes a clerk-typist occupational program with plans for adding a stenographic program within the next five years.

A steering committee composed of the business education teachers, guidance personnel, and school administrators has studied the guidelines for establishing a COE program as set forth by the Business Education Service, Virginia Department of Education, and has conducted surveys of the business community and students. The results are given below:

Community Survey

6 businesses located in the small rural town indicated that they would be interested in cooperating with a COE program

10 training stations would be provided by these businesses

12 additional businesses located within a 15-mile radius of the school indicated they would provide work experience with a COE program.

18 training stations would be provided by these businesses

Student Interest Survey

Two surveys were conducted to determine possible student interest:

(1) Survey of students enrolled in the first-year of the clerk-typist occupational program:

12 clerk-typist students interested in participating in a COE program and could provide own transportation

6 clerk-typist students interested but could not provide own transportation

4 undecided

(2) Survey of students in grades 9 and 10 determine future interest in the office occupational programs and possible COE program:

9th grade: 108 students interested in office occupational programs and possible COE program

10th grade: *65* students currently enrolled in typewriting and basic business (or took basic business in the 9th grade) and plan to enroll in the clerk-typist program next year

32 interested in a COE program when they become seniors

The steering committee and the school administration must now make a decision regarding the establishing of a COE program in their school division.

Situation C

This is a new high school (BHS) that has been built to relieve the overcrowded condition of the one large high school (AHS) that has served the city for many years. The city has recently annexed a large area, and it was found that an additional high school was needed.

The business education program in the old school (AHS) includes three occupational programs: clerk-typist, stenographic, and clerical accounting. There is a well-established COE program complementing these occupational programs at AHS.

The business education program at BHS includes the same three occupational programs as AHS, and the business education faculty has recommended that a COE program be included in their curriculum. They believe that no surveys are needed for the business community since AHS has been successful with its program in this city. The city also provides training stations for a COE program from a nearby rural school.

The faculty members at BHS believe that their students should be provided the same opportunities as AHS since both schools are located in the same city and have approximately the same enrollment. They believe that the city businesses should be able to support two city COE programs as well as the nearby rural high school's program. They believe that the businesses should provide equal opportunities for all schools in the community. No actual survey was taken.

BHS business faculty members surveyed the incoming 9th and 10th graders and found that the students would support the office occupational programs and that they are interested in a COE program. The survey results of the students enrolled in the first-year (juniors) office occupational programs were as follows:

10 clerk-typist students definitely interested in a COE program and could provide their own transportation

8 stenographic students definitely interested in a COE program and could provide their own transportation

7 clerical accounting students definitely interested in a COE program and could provide their own transportation

6 undecided

The BHS business faculty members are requesting the administration to implement a COE program to complement the office occupational programs being offered.

CHECKLIST TO DETERMINE THE NEED FOR A COE PROGRAM

Respond to the following guidelines by placing a check (✓) in the proper space for "yes" or "no" in each situation.

Guidelines	Situation A YES	Situation A NO	Situation B YES	Situation B NO	Situation C YES	Situation C NO
1. The results of the community survey indicate support for a COE program	___	___	___	___	___	___
2. The results of the student survey indicate that qualified students would be available to start the COE program and that there are prospects for future growth	___	___	___	___	___	___
3. Guidelines for establishing a COE program as set forth by the Business Education Service, Virginia Department of Education, have been followed	___	___	___	___	___	___
4. The steering committee has studied survey results	___	___	___	___	___	___

For each situation indicate whether the steering committee should recommend establishment of a COE program by placing a check (✓) in the proper space for "yes" or "no." In the space provided, indicate the reasons for your "yes" or "no" response.

Situation	Recommend Establishment of COE?	Reasons
A	YES___ NO___	

Situation	Recommend Establishment of COE?	Reasons
B	YES___ NO___	
C	YES___ NO___	

To evaluate your performance on the Criterion Test, proceed to the Model Answers.

MODULE 2 MODEL ANSWERS

If your responses cover the same *major* points as those shown below, you should judge yourself as having met the objectives.

The correct answers to the Criterion Test are as follows:

Situation A: "Yes" is the correct answer to all four points in the checklist. The survey results indicate community support and student interest for the establishment of a COE program. The steering committee should recommend that the administration appoint or employ a qualified business teacher to coordinate the COE program and proceed with the guidelines for establishing a COE program as set forth by the Business Education Service, Virginia Department of Education.

Situation B: "Yes" is the correct response to all four points in the checklist. The student survey indicates that at least 12 students could provide transportation to training stations. The six students interested in the program but unable to provide transportation might be able to ride in a car pool with other students or be placed within walking distance of the school. In the survey of incoming 9th and 10th graders, there is a strong indication of growth of the office occupational programs and possible COE program.

Situation C: The answer to No. 1 is *"NO"*. No community survey was taken to determine the support of another COE program by local businesses. The businesses already support the local high school COE program as well as that of an area rural school. The new high school (BHS) should not assume that the community can and will support another program. A survey should be taken to determine if additional training stations are available. It would also be advisable to confer with the COE coordinators of the two other schools with established programs so that goodwill can be maintained among all schools and the businesses that provide training stations.

The answer to No. 2 is *"YES."* BHS business faculty did survey students and determined a strong interest in a COE program.

The answer to No. 3 is *"NO."* A steering committee was not appointed to conduct the studies to determine the need for a COE program and guidelines were not considered.

The answer to No. 4 is *"NO."* A steering committee was not appointed to conduct an organized study of the business community to determine whether the community can support another COE program. The committee should follow recommended guidelines and maintain the goodwill of other COE programs in the area.

The schools that should proceed with the implementation of a COE program are A and B. School C should not proceed with implementation until a community survey has been taken to show support for the program.

DECISION

If your performance on the Criterion Test is evaluated as satisfactory, you have completed this module.

If your performance is not satisfactory, you should do the following to correct deficiencies:

1. Restudy the Learning Activities in this module.
2. Study the Additional Resources listed below.

ADDITIONAL RESOURCES

1. Mason, Ralph E, and Peter G. Haines. *Cooperative Occupational Education and Work Experience in the Curriculum.* Second Edition. Danville, IL: The Interstate Printers and Publishers, Inc., 1972 Chapter 8.
2. *Teaching Guide for Cooperative Office Education.* Richmond, VA; Business Education Service, Division of Vocational Education, Virginia Department of Education, 1970, pp. C-16.

MODULE 3

STUDENT RECRUITMENT

RATIONALE

The day is long past when business educators can sit back and wait for students to come to them. The school-age population is expected to decrease well into the 1980's. This decrease with the many additional curriculum choices available to students, means that business educators must recruit or perish.

The purpose of this module is to aid you in the development of a public relations plan directed toward the recruitment of qualified students for the COE program.

OBJECTIVE

Develop a public relations plan for your COE program. The objective of the plan should be to recruit qualified students for the program.

The plan should begin in July and continue through the following June. The completed plan should take the following form:

July
Activity 1
Activity 2
Activity . . .

Your plan will be judged acceptable if an impartial observer (your teacher, a co-worker, your immediate supervisor) places a checkmark in the "To A Great Extent" column for 10 of the 12 criteria on the checklist shown on page 3.2.

DECISION

If you think you can meet the objective, you may proceed directly to the Criterion Test.

Complete the Learning Activities if you do not believe you can meet the objective.

LEARNING ACTIVITIES

The activities which follow are designed to provide background information sufficient to enable you to meet or exceed the performance objective for this module.

1. Study the suggestions for publicizing the COE program page 3.1, to administrators, guidance counselors, and teachers.
2. Study the recommendations for publicizing the COE program page 3.3, to students.
3. Study the suggested activities for presenting the COE program, pages 3.4 and 3.5, to parents and the sample letter to parents.
4. Study the recommendations for publicizing the COE program page 3.4, to the business community.

LEARNING ACTIVITY 1

PUBLICIZING THE COE PROGRAM TO SCHOOL ADMINISTRATORS, GUIDANCE COUNSELORS, AND TEACHERS

Professional colleagues must understand the COE program thoroughly so that they may refer prospective students to the coordinator. Guidance counselors at both the junior and senior high school level can assist in the recruitment of students for COE. The counselor must understand the COE program and its purpose to counsel students adequately who have expressed an interest in, or show an aptitude for, business careers.

The following methods are suggested for helping counselors, other faculty members, and school administrators understand the COE program.

1. *Preparation of a Program of Studies.*[1] Develop a brochure which explains every business course offered and the sequence required for students considering a career in business. The coordinator should arrange for individual conferences with junior and senior high school guidance counselors to explain the sequence of courses offered and point out career opportunities in the field of business and office occupations. This is an activity which should be carried out each year. With the large number of programs in the high schools, counselors cannot be expected to be familiar with each program. The teacher-coordinator who works with counselors is more likely to receive their assistance in the recruitment of students than the one who does not work with the guidance staff.

   During individual conferences with counselors, the coordinator should explain the importance of projecting student schedules so that afternoons will be free for cooperative work experiences.

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[1] For an example of a program of studies which can be adapted for local use, see *Program of Studies for Business and Office Education.* Richmond, Virginia: Division of Vocational Education, Department of Education, March, 1977.

CHECKLIST FOR EVALUATION OF PLAN FOR PROMOTION OF COE PROGRAM

	To a Great Extent	Somewhat	Not at all
Plan begins early in year. (July)			
Plan contains activities for each month.			
Plan makes provisions for publicizing the program to:			
Students			
Parents			
Teachers and Counselors			
School Administrators			
Employers - Business Community			
Plan is reasonable and free of activities which would be a waste of time.			
Plan allows coordinator to have completed student applications in hand before spring registration to allow for careful selection of students.			
Plan includes participation of current COE students in helping prepare materials and making presentations for prospective students.			
Plan includes at least one brochure or newsletter explaining the program which prospective students can take home to share with parents.			
Plan includes activities for publicizing program to junior high school students.			

2. *Preparation of a Cooperative Office Education Brochure.** The brochure should explain the COE program and its benefits for the school, students, and employers. It should answer such questions as:

    What is COE?
    What are the advantages of COE?
    Who should apply?
    How should one apply?

3. *Presentations at Faculty meetings.* The coordinator should explain the program and the types of students who may benefit from it. The kinds of training stations in which students may be placed should be enumerated. Questions should be answered, and suggestions about how other faculty members can assist are in order. Good public relations also dictate that the coordinator explain the use of coordination time with respect to student success in the program.
4. *Preparation of an annual report.* This report, containing information about the success of the program, should be distributed to faculty and administration at the end of the school year.
5. *Social Functions.* One example is a tea for guidance counselors, teachers, and administrators. This is the time for informal discussion of the program. You should display awards earned and projects completed by students. Students also may be involved. They could be at various work stations in the classroom for the purpose of demonstrating skills. These functions may be sponsored by the FBLA.

These are just a few ways successful coordinators publicize their programs to school administrators, guidance counselors, and teachers. They are presented to stimulate your thinking. The public relations plan you develop to meet the objective of this module should contain your own ideas.

LEARNING ACTIVITY 2

PUBLICIZING THE COE PROGRAM TO STUDENTS

The recruitment of qualified and interested students is a prime responsibility of the COE coordinator. The growth and survival of the program depend upon the efforts of the coordinator to interest new students in enrolling in the program. Coordinators must contact potential COE students before the spring registration each year. A list of suggested recruitment activities which can help to interest new students in the COE Program follows:

1. Present an assembly program explaining Cooperative Office Education and its benefits to the student. This may be done cooperatively with other vocational services and presented by current COE students.
2. Present a program to beginning typewriting and junior level business classes to inform students of the advantages of COE and to encourage them to apply for the program (a 10 to 15 minute presentation).
3. Make arrangements to talk individually with students interested in exploring the program to determine whether or not it would offer what they need for career preparation in their chosen occupational field and to answer their questions.
4. Encourage present COE students to prepare a brochure to be presented to junior high school students and students enrolled in beginning typewriting and general business.
5. Assist current COE students in preparing bulletin boards at the junior and senior high school illustrating aspects of the COE program and encouraging students to apply. Always take advantage of space that is available within the schools to promote the program.
6. Supervise current COE students in preparing a monthly newsletter to be distributed to all students in pre-vocational business classes. Use stories about what is happening on the job with COE students in various businesses. Include pictures and materials explaining advantages from the viewpoint of students and office supervisors. (This is a good public relations activity for FBLA.)
7. Encourage COE students to visit the junior high schools to discuss the program with students and answer questions regarding courses necessary to prepare for the program. Current COE students can prepare statements on what COE has done for them. Work with students to make sure they point out the important aspects of the program. Select a day to take these students to the junior high schools to visit classes. Students may work in teams. Presentations should be planned to reach every junior high school student. Visits can be scheduled for homeroom or activity periods.
8. Invite interested junior high school students to visit in-school related classes.
9. Recruit on a one-to-one basis through contacts made by currently enrolled students. Personal contact with each student and personal counseling will assist the student in making a choice to continue in business and office education.
10. Individual contact of students by the coordinator and other business teachers is often a factor in encouraging a student to continue in the business program.
11. Recognition of "Business Student of the Year," "FBLA Member of the Year," etc., with awards financed by FBLA or by a cooperating business can be used to effectively publicize the COE program.
12. Submit articles and pictures to the school newspaper or school magazine to publicize the program and the activities of COE and FBLA students.

---

*Many school divisions have developed excellent brochures which you can refer to for ideas.

13. Arrange for non COE students or students completing beginning typewriting and general business to visit businesses which employ COE students.
14. Invite COE employers to explain job opportunities in their businesses to students during Career Day. (Career Day may be arranged cooperatively with all vocational services and with guidance counselors.)
15. Plan an FBLA meeting on the opportunities afforded the student through COE.

Successful coordinators use these and many other ideas to make certain that all students in the school are aware of the many opportunities available through participation in COE. You should talk with experienced coordinators—they are always willing to share ideas with you.

LEARNING ACTIVITY 3

PUBLICIZING THE COE PROGRAM TO PARENTS

Parents should give their consent before students are accepted into the COE program. The attitude of the parent is important in the development of a businesslike attitude in the student. Some suggested activities for helping parents become aware of the COE program follow:

1. A letter to parents explaining the program and asking for their support or permission for their son or daughter to be enrolled in the program.
2. A brochure setting forth the regulations involved in the program and showing the purposes of the program.
3. A newsletter prepared by COE students, under the guidance of the coordinator, which could be sent to parents monthly.
4. An open house for parents. Encourage them to ask questions about the program in which their child wishes to become involved. Solicit their support. (May include both parents and employers.)
5. An audio-visual presentation of the program including slides of students and employers. Give explanations of the program and describe benefits of it to students. Include some of the graduates of the program and let them explain how the program benefited them.
6. Personal conferences with or visitations to parents whose children have expressed an interest in the COE program.
7. Presentation about the COE program at PTA meetings.
8. Articles in local newspapers explaining the program, special projects undertaken by COE students and FBLA, and accomplishments of students enrolled in the program.

An example of a letter which can be sent to parents of students who express an interest in enrolling in COE is shown on page 3.5.

LEARNING ACTIVITY 4

PUBLICIZING THE COE PROGRAM TO THE BUSINESS COMMUNITY

In addition to understanding the educational values of the COE program, business people frequently need to be "sold" on the idea of participating in the program. They must gain an understanding of their role in assisting the school in training the student-learner. They need to appreciate fully the opportunities and advantages of participation in the program.

Suggested activities for publicizing the COE program to the business community follow.

1. Radio and television spot announcements or even a 15- or 30-minute program by the coordinator, COE students, and perhaps some graduates of the program.
2. Display windows in businesses showing various aspects of the program. This is especially appropriate during Vocational Education Week, FBLA Week, and National Secretaries Week.
3. Presentations to civic organizations by the coordinator or by the coordinator and students enrolled in the program.
4. The coordinator should consider memberships in community organizations and attend meetings. Personal contact with business people will allow for individual discussions with potential employers.
5. Utilize the local news media—newspapers, radio and television—for news releases about the program. Don't contrive news just for the sake of advertising the program. If news occurs, call the media representatives and let them decide if the public would be interested.
6. Keep a file of black and white pictures about your program and offer them with news releases when approriate. Newspapers will decide whether or not the release is useful.
7. Feature stories should be written periodically throughout the year. These may be offered as "exclusives" to selected media. They may include stories of successful graduates.
8. Form an alumni group of former students to help promote the COE program. Many alumni are employed in local businesses and in the future may become supervisors of COE students.
9. Develop printed brochures, films, slide presentations, etc., for presentation to the PTA, civic groups, or for open house.
10. Conduct at least one employer-employee function annually—a tea, open house, banquet, etc.
11. Present certificates of appreciation to participating employers at employer-employee functions.

COOPERATIVE OFFICE EDUCATION PROGRAM

____________HIGH SCHOOL

____________, VA

Dear Mr. and Mrs.____________:

At this time each year we counsel with students concerning their vocational interests. Your son/daughter has indicated an interest in our Cooperative Office Education (COE).

Cooperative Office Education is a unique experience for any young person. It gives the student an opportunity to study office occupations on the job.

The advantages to ____________ would be many; earning money while receiving school credit, working within a controlled, carefully supervised program, and learning about career opportunities in business. This program has merit for every student whether or not further education at a college or technical center is part of their future plans.

If____________enrolls in COE, he/she would be assuming the following responsibilities:

1. Regular attendance in school and on the job.
2. Student cannot report for work in the afternoon if absent from school in the morning without the coordinator's permission.
3. The employer and school must be notified if the student must be absent from work.
4. Each member in the office occupational program in which COE students are trained should hold membership in the National, State, and local Future Business Leaders of America (FBLA) student organization.

Our brochure, entitled "COE at ____________High School" is included with this letter to provide information on Cooperative Office Education. If you have additional questions, please contact me at ____________.

Sincerely,

COE Coordinator

XX

Enclosure

*This should be a personalized letter.

12. Issue a special invitation to employers to observe classes, or to make presentations during class time or at FBLA meetings.
13. Offer courses for the business community. Courses in supervisory development, employee motivation, oral communications, secretarial development, securities and investments, business law, bookkeeping for small businesses, and fundamentals of data processing are appropriate.

You are urged again to use your creativity and imagination to expand the above list. You also can get ideas from other COE coordinators.

DECISION

Can you now meet the objective?

Specifically, can you develop a plan for publicizing your COE program which begins on July 1 and continues through June 30 and which includes the following:

1. Activities directed toward students, parents, school administrators, guidance counselors, fellow teachers, and the business community.
2. Activities which begin on July 1 and continue through June 30 of the following year.
3. Activities which include audio-visual presentations such as slides, video taped programs, bulletin boards, radio and television spot announcements, etc., directed to each of the groups listed in #1.
4. Activities which allow for having completed student applications in hand long enough before spring registration to allow for individual interviews and careful selection of students for the program.
5. Activities which will motivate junior high school students to enroll in pre-vocational business classes. These should be planned to take place a short time before junior high school students register for their first year of high school.
6. Activities which include COE students and former students in publicizing the program.

YES. Proceed to the Criterion Test for this module.

NO. Review the Learning Activities in this module.

MODULE 3 CRITERION TEST

Directions

Develop a yearly plan for publicizing a COE program. The plan should be directed toward students, other teachers, guidance counselors, school administrators, parents, and the business community. The objective of the plan should be to recruit qualified students for the COE program. The plan should begin in July and continue through June of the following year.

To evaluate your performance in the Criterion Test, proceed to the Model Answers.

MODULE 3 MODEL ANSWERS

Give your plan and the checklist shown on the following page to your teacher, a co-worker, or your immediate supervisor. Ask the individual to evaluate the plan, responding in the spaces provided on the checklist.

You should judge yourself as having met the objective if:

1. The person evaluating your plan places a checkmark in the "To a Great Extent" column for 10 of the 12 criteria on the checklist.
2. Your plan includes the same major activities as those shown in the sample plan on page 3.11.

DECISION

If your performance on the Criterion Test is evaluated as satisfactory, you have completed this module.

If your performance is not satisfactory, you should do the following to correct deficiencies:

1. Restudy the Learning Activities in this module.
2. Study the Additional Resources.

ADDITIONAL RESOURCES

1. *A Guide for Cooperative Vocational Education*. Minneapolis, MN: University of Minnesota, College of Education, Division of Vocational and Technical Education, 1969, pp. 78-85.
2. Mitchell, E. F. *Cooperative Vocational Education*. Boston, MA: Allyn and Bacon, Inc., 1977. Part IV.
3. Stadt, Ronald W. and Bill G. Gooch. *Cooperative Education*. Indianapolis, IN: Bobbs-Merrill Co., Inc., 1977. Ch. 16.

CHECKLIST FOR EVALUATION OF PLAN FOR PROMOTION OF COE PROGRAM

	To a Great Extent	Somewhat	Not at all
Plan begins early in year. (July)			
Plan contains activities for each month.			
Plan makes provisions for publicizing the program to:			
Students			
Parents			
Teachers and Counselors			
School Administrators			
Employers - Business Community			
Plan is reasonable and free of activities which would be a waste of time.			
Plan allows coordinator to have completed student applications in hand long enough before spring registration to allow for careful selection of students.			
Plan includes current COE students in preparation of materials and presentations for prospective students.			
Plan includes at least one brochure or newsletter explaining the program which prospective students can take home to share with parents.			
Plan includes activities for publicizing program to junior high school students.			

SAMPLE PLAN FOR PUBLICIZING COE PROGRAM

July:

______Plan public relations program for coming year.
______Review present enrollment.
______Conduct presentations to civic organizations (Rotary Club).

August:

______Determine number of accepted students who will not return to school in fall.
______Contact applicants who were eliminated during selection process last spring who may still be interested and qualified to fill any vacancies in program.
______Plan bulletin boards for opening of school—publicize COE and FBLA.

September:

______Contact junior high school guidance counselors for dates in February when programs can be presented to students (assembly or homeroom presentations).
______Set a date prior to presentation for individual conferences with junior high school guidance counselors.
______Contact individual in charge of display cases at junior highs for dates to put up a vocational business bulletin board in February (may coincide with FBLA week).

October:

______Include as a part of class work for first-year occupational preparation students in office education, the preparation of brochures explaining business careers, business classes at the senior high school, and cooperative office education for distribution to junior high school students.
______Enlist the assistance of FBLA publicity committee in preparing a recruitment bulletin board for the junior high schools.
______Plan with other business teachers a *Program of Studies for Business Education* to be given to junior and senior high school guidance counselors.

November:

______Contact radio and television stations for dates in January to record spot announcements directed at prospective students, parents, and employers. (To be aired during National Vocational Education Week.)
______Complete preparations for student brochures, COE information brochures, and announcements for use in January and February.

December:

______Confirm date for COE employer appreciation activity on school calendar.
______Select currently involved COE students and FBLA members to assist with assembly programs for junior high schools, write and present spot announcements, and prepare bulletin boards.

January:

______Practice assembly, small group presentations, and spot announcements.
______Tape spot announcements near end of month for use during Vocational Education Week in February.
______Coordinator makes presentation at general faculty meeting.
______Conduct a program for at least one civic organization (Chamber of Commerce Labor Relations Board).

February:

______Put up recruitment bulletin boards in junior and senior high schools (assisted by FBLA Publicity Committee members).
______Provide junior and senior high school guidance counselors with brochures which explain the COE program to be given to students inquiring about the program.
______Supervise presentation by COE students and FBLA members to junior high school students.
______Make presentations to all first-year occupational preparation classes explaining COE—distribution of COE applications.
______Make presentations to all beginning typewriting classes to inform students about available vocational business programs.
______Accept COE applications and resumes during the last week of February.

March:

______Interview prospective COE students.
______Study applications, teacher recommendations, and student cumulative records.
______Provide parents with letter of information regarding program for which their child has applied.
______Communicate decisions to students about acceptance in COE program during last week in March.
______Make presentation on COE to at least one civic organization (Ruritan Club).

April:

______Register students into COE program for coming year.
______Conduct orientation program for all students entering program before starting job placement interviews.
______Contact prospective employers to obtain training stations needed for students enrolled for coming year.
______Arrange job placement interviews with employers.

May:

______Conduct employer-employee function (banquet, luncheon, etc).
______Present awards of recognition to outstanding COE student, outstanding business student, and outstanding FBLA member.
______Present certificates of Appreciation to COE employers.
______Continue individual employer contacts to obtain training stations for coming year.
______Prepare annual report on program to present to advisory committee, administration, and faculty. (Include enrollment figures for coming year.)
______Continue to arrange job placement interviews for new COE students.

June:

______Continue job placement activities.
______Begin preparation of training plans.

MODULE 4
STUDENT SELECTION

RATIONALE

The selection of qualified students is a vital part of the COE phase of an occupational preparation program. The coordinator must select those students who want, need, and can benefit most from the COE phase of the program. The purpose of this module is to equip you with the skills and knowledge needed to select those students who should be enrolled in the COE program.

OBJECTIVE

Assuming there are three openings in your COE program, determine which of six applicants should be selected, which should be placed on a waiting list, and which should be rejected.

DECISION

If you think you can meet the objective, you may proceed directly to the Criterion Test.

Complete the Learning Activities if you do not believe you can meet the objective.

LEARNING ACTIVITIES

The following activities will help you determine the procedures you should follow when selecting students for the COE program:

1. Study the "Guide for Selecting Students" on page 4.1.
2. Study the "Criteria for Student Selection" on page 4.2.
3. Study the "Guidelines, Questions, and Evaluation Form for Student Interviews" on page 4.4.
4. Study the "Use of Student Cumulative Records and Summary Sheet for Student Selection and Placement" on page 4.6.

LEARNING ACTIVITY 1

GUIDE FOR SELECTING STUDENTS FOR COOPERATIVE OFFICE EDUCATION

The following forms may be used by the coordinator during the selection process; however, requirements concerning the handling of student records must be followed. All student information should be considered confidential and must be carefully controlled.

Application for Cooperative Office Education
Summary Sheet for Student Selection
Cumulative Record
Applicant Interview Analysis
Faculty Recommendation Form

The initial form is the student application form. The coordinator may design an application form to include information needed to determine student qualifications. Consideration should be given to inclusion of the following information:

1. Family background information:
   Name and address of parent or guardian.
2. Kind of job preferred by student
   This information will be helpful in determining if the student's career objective is appropriate for COE.
3. Information on attendance for current school year
   Information on past years is available on student's cummulative record. Information for the current year will not be available at the time students are selected for the cooperative program.
4. Health information
   This information may assist in determining if the student's attendance will be affected adversely by illness. Additional information concerning handicaps, allergies, etc., may be found in the cumulative record.
5. Past employment
   You may want to request a personal resume for additional information on past employment experiences of the student.
6. Request for student resume
   The resume will provide an overview of the student's background, work experiences, extra-curricular activities and special interests. References will be provided on the resume.
7. Request students to type a schedule of current classes on the back of their application.
   Classes in which students are currently enrolled will not appear on the cumulative record until after the end of the school term. The coordinator may need the information to determine if the student has completed the required courses and whether or not the student is passing those courses. Knowing the student's classes each period will also assist the coordinator when arranging for job interviews.

A sample Student Application for Admittance Form is shown on page 4.5.

LEARNING ACTIVITY 2

CRITERIA FOR STUDENT SELECTION

In order to enroll those students who will benefit most from a COE program, the coordinator needs to know desired characteristics for selection of students. Student characteristics associated with successful participation in a COE program must be identified. The coordinator should determine whether each student meets the following criteria before scheduling student interviews.

Criteria for Student Selection:

1. The student must be enrolled in an occupational preparation program.
2. The student must be at least 16 years of age.
3. The student should have a definite career objective.

   A student may declare a particular career objective merely to be included in the COE program rather than give an honest statement of career interest. The student's statement should, therefore, be validated through accepted guidance procedures that can help determine career interests. Personal aptitude tests and a basic knowledge of the occupations in which the student may have the greatest chance for success should be considered.

   With the guidance counselor, the prospective COE student should review results of personal aptitude tests, the student's basic knowledge of the occupations in which he or she may have the greatest chance for success, and course performance records. This step is especially important if the student's selection of a career objective was unrealistic.

   When a realistic career objective has been established, the initial step for the preparation of training plans has been completed.

A Guidance Interview Form is provided on page 4.3.

4. The applicant should have a satisfactory scholastic record.

   This does not mean that students who have straight A or B averages should be considered more desirable for the COE program than other students. The student with consistent, average grades who possesses desirable character traits and who is ambitious may benefit most from the program.

   Job skills are important for success in the COE program, but equally important are skills in communication and computation. The student should therefore strive for competence in these areas. Progress on the job may depend heavily on these basic skills.

   Students trained through the COE program will be participating in supervised and directed training. The method of instruction used will require them to read and understand technical information related to their on-the-job experiences.

   Students who have failing grades should not be eliminated without an investigation of the causes for failure.

5. The student should possess acceptable character traits.

   Even if the student has the career objective and grade-point average that indicate probable success in the COE program, little progress will be made if the basic character of the individual is such that doubt exists as to whether he or she can secure and advance on a job.

   The coordinator should look for traits such as dependability, cheerfulness, ability to accept constructive criticism, courtesy, cooperativeness, independence, sincerity, and a willingness to work.

   Some information regarding the student's character may be obtained through recommendations from other teachers. Other information may be obtained in the student interview. The coordinator might also discuss the traits of prospective students with business teachers who taught them in other classes.

A Faculty Recommendation Form is shown on page 4.7.

6. The student must have the consent of parent or guardian before enrolling in the COE program.

   Space may be provided on the student application for this consent.

7. The student should have a satisfactory attendance record.

   This information is available from the cumulative records obtained in the guidance office.

8. The student should meet the physical requirements for office employment.

   Chronic illnesses which require frequent absences may hamper the student's chances for success on the job. Some handicaps require special attention to the selection of a training station, the kind of job selected for the student and the amount of stress or responsibility that the student can tolerate.

9. The student should have completed successfully beginning typewriting and general busi-

GUIDANCE INTERVIEW FORM

PERSONAL REVIEW OF DATE

1. Aptitude - achievement - career interest tests show:

Ability Level

	Below Average	Average	Above Average
Verbal abilities			
Computative (Math)			
Clerical			
Reading			

2. Best grades have been in:
3. Overall grade average in business courses is:
4. Strongest course in business is:

Signature—Guidance Counselor

COOPERATIVE OFFICE EDUCATION

Application for Admittance

NAME: ______________________________ SOCIAL SECURITY NO: __________

AGE: _____ DATE OF BIRTH: ______________________ HEIGHT: _____ WEIGHT: _____

ADDRESS: ______________________________ TELEPHONE: __________

DRIVERS LICENSE? _____ ACCESS TO A CAR? _____ INTERESTED IN SUMMER EMPLOYMENT? _____

PARENT OR GUARDIAN NAME: ______________________ OCCUPATION: __________

PARENT OR GUARDIAN ADDRESS: ______________________________

INDICATE THE TYPE OF OFFICE IN WHICH YOU PREFER TO WORK. (List Choices) (Bank, Dental, Department Store, Legal, Manufacturing, Business, Medical, School, etc.)

FIRST CHOICE: ______________________ SECOND CHOICE: __________

REASON FOR ABOVE PREFERENCE:

Do you attend school regularly? _____ Absences to date (this year) __________

Major reason for absences: ______________________________

Are you under a doctor's care? _____ Do you have any health problems which would interfere with your regular attendance on a job? _____ If so, please explain. ______________________

Have you ever worked full or part time? _____ Where? ______________________

Type of job: ______________________________

Are you currently employed? _____ If yes, where? ______________________

____

Do you intend to further your formal education after high school? __________

Type your present schedule of classes on the back of this form.

PLEASE ATTACH A PERSONAL DATA SHEET. Include as references names of three teachers who can attest to the quality of your work.

TO THE STUDENT:

Cooperative Office Education provides an opportunity to be considered for employment in the offices of businesses and industries in our area. When you enroll in COE, you indicate that you are sincerely interested in putting forth your best efforts to receive on-the-job training. If you accept this responsibility, please sign in the space provided:

____
Student-Learner

TO THE PARENT OR GUARDIAN:

Do you consent to your daughter or son entering the Cooperative Office Education Program and do you agree to cooperate with the school and the training agency in making the training and education of the greatest possible benefit to your daughter or son? If so, please indicate your support and approval with your signature.

__________________ Date ______________________________ Parent or Guardian ness or Office Services I and have at least one salable skill.

10. Enrollment in the COE program should make a significant contribution to the student's vocational future.
11. The student should be punctual in class attendance.

    Excessive tardiness will cause difficulty for the student on a COE job.
12. The student must be able to arrange a school schedule with released time for cooperative on-the-job training.
13. The student should have the ability to gain an entry-level position and to make progress on the job.
14. The student should be involved in a COE orientation program before job interviews are arranged.
15. The student's in-school and on-the-job training should not exceed 40 hours weekly or 8 hours daily.

SUMMARY

Through a study of the students' applications and data sheets, the coordinator will be able to determine those students who are best qualified for and will benefit most from the experience provided by enrollment in Cooperative Office Education.

After the initial study of the students' applications, the coordinator should divide applicants into two groups. One group should consist of those students who appear to be qualified; the second group should consist of those whose qualifications are questionable.

LEARNING ACTIVITY 3

GUIDELINES, QUESTIONS, AND EVALUATION FOR STUDENT INTERVIEWS FORM

Immediately following the initial review of student applications, the coordinator should proceed to arrange interviews for all students who are interested in the COE program.

The interview of prospective COE students has several purposes. The coordinator should attempt to determine if the student has or can develop attitudes required on the job. The coordinator should not waste time asking questions which can be answered by studying available information found on the application form or in the student's cumulative record. Time should be allowed, during the interview, for the student to ask questions about the program.

The following questions and forms are suggested to assist the coordinator in the all important task of interviewing.

Sample Questions for Student Interview

1. What do you believe is the purpose of Cooperative Office Education?
2. Why do you want to enroll in the cooperative program?
3. Have you ever been employed before? If so, describe your job.
4. What are your plans following high school?
5. Have you considered furthering your education or training after high school?
6. In what way will the COE program help you? What can you do for the COE program?
7. Is there any reason why you could not work 15 to 20 hours weekly next year?
8. Each COE student is expected to join the local chapter of FBLA. Is there any reason why you would not join?
9. Would you have any objections to changing your appearance, hair, beard, etc., if you were asked to in order to become more employable or to keep employment?
10. What subjects do you enjoy most?
11. What special training would you expect to receive in your classroom instruction?
12. Where did you first hear about COE?
13. Have you thought about what you want to do to earn a living?
14. What other classes do you plan to take next year?
15. Will you have transportation for a summer job? By fall?

An Interview Evaluation Form is shown on page 4.9.

LEARNING ACTIVITY 4

USE OF STUDENT CUMULATIVE RECORDS AND SUMMARY SHEET FOR STUDENT SELECTION AND PLACEMENT

Student Cumulative Records

The coordinator may refer to cumulative school records to study standardized test results. The primary purpose of these tests is to improve instruction and guidance through an understanding of the strengths and weaknesses of each student.

Care must be taken not to attach undue significance to a single score. A pattern of low scores or high scores may, however, be significant. It is best to study all scores available before making a final decision. When evaluating test scores of students, special attention should be given to language scores for students entering the Clerical or Stenographic program, and to mathematics scores for students applying for accounting and related occupations training. The coordinator should evaluate also other phases of a standardized test as they might apply to the student's success in a business career.

The coordinator might also wish to verify information contained on the student's application or per-

COOPERATIVE OFFICE EDUCATION
FACULTY RECOMMENDATION FORM

__________High School, __________, VA.

Student: ____

The above student has given your name as a reference on an application for admission to the Cooperative Office Education Program.

In what classes or activities have you observed this student? ______________________

____

	Needs Help	Average	Good	Excellent
Relating to Others				
Punctuality				
Cooperativeness				
Personal Apperance				
Expression of Ideas				
Industriousness				
Reliability				
Scholarship (ability)				
Initiative				
Qualities of Leadership				

Comments:

Special talents or strong points:

Areas in which student may need special assistance:

______________ ______________________________
Date Teacher

sonal resume. Some specific areas which should be checked are:

1. Grade average
2. Rank in graduating class
3. Attendance (reasons for any extended absences)
4. Official grade level
5. Date of graduation
6. Other vocational education courses completed

Summary Sheet for Student Selection and Placement

Since the selection procedures involve a number of steps, it is convenient to record the process on a summary sheet. One such sheet is shown on page 4.10. So that you may reproduce this form, no entries have been made on it. On page 4.11, a form with entries is provided.

Some of the columns on the Summary Sheet require explanations:

Application Rec'd. Enter the date that you receive the student's application for admittance to the COE program.

Absences. Enter the number of days the student has been absent during the past full school year.

Business Grades. Successful completions of general business and first-year typewriting is recommended for admittance into office occupation programs.

Teacher Reference. Enter "Needs Help," "Fair," "Average," "Good," or "Above Average" to indicate the overall ratings given by teachers on the Faculty Recommendation Form.

Recruitment Interview Date. Enter the date that you interviewed the student and "Above Average," "Average," or "Poor" to indicate your overall impression.

COE Job Interviews. When the student is sent for job interviews, enter dates and names of firms to which sent.

DECISION

Can you now meet the objective?

YES. Proceed to the Criterion Test for this module.

NO. Review the Learning Activities in this module.

COOPERATIVE OFFICE EDUCATION
INTERVIEW EVALUATION FORM

Student Interviewed: ______________________________

	Above Average	Average	Poor
Appearance			
Personality			
Desire to be enrolled in program			
Ability to communicate			
Concept of program's purpose			

Student's plans following high school ______________________________

____

Work experience ______________________________

____

Reaction when asked if he/she would change personal appearance in order to become employable, or keep employment.

____

____

Reaction to FBLA ______________________________

Questions: ______________________________

____

____

Comments: ______________________________

____

____

COOPERATIVE OFFICE EDUCATION

SUMMARY SHEET FOR STUDENT SELECTION AND PLACEMENT

Student's Name	Grade Level	Application Rec'd.	Absences	Cumulative Records Checked					Teacher Reference			Recruit. Interview Date	COE Job Interviews	Placement Place and Date
				Overall Grade Average	Eng. Grade Avg.	Math Grade Avg.	Business Grades							
							Gen. Bus.	Typ.	1	2	3			

COOPERATIVE OFFICE EDUCATION

SUMMARY SHEET FOR STUDENT SELECTION AND PLACEMENT

4.11

Student's Name	Grade Level	Application Rec'd.	Absences	Cumulative Records Checked					Teacher Reference			Recruit. Interview Date	COE Job Interviews	Placement Place and Date
				Overall Grade Average	Eng. Grade Avg.	Math Grade Avg.	Business Grades							
							Gen. Bus.	Typ.	1	2	3			
Greentree Helen	11	2/30	6 days	B	B–	C	B	A	Above Avg.	Good	Good	3-2 Above Avg.	9-12 ABC Corp. 9-26 XY2 Co.	9-30 XY2 Co.

MODULE 4 CRITERION TEST

Directions

Attached are student applications, teacher recommendations, cumulative records, and interview evaluation forms for six students. Assume that there are three openings in your COE program.

1. Analyze all forms for the six students and complete the attached Summary Sheet For Student Selection And Placement. (Note: Do not complete the last two columns). Complete only one *Teacher Reference* column for each student.
2. Complete the chart on this page to indicate your decisions concerning acceptance into the COE program.
3. To evaluate your performance on the Criterion Test, proceed to the Model Answers.

	Accept	Waiting List	Reject	Reasons
Helen Greentree				
Tamara Lynn Colts				
Gary Williams				
Mark Allen Westel				
Janice Marie Tilles				
Betty Ellen Smith				

COOPERATIVE OFFICE EDUCATION

SUMMARY SHEET FOR STUDENT SELECTION AND PLACEMENT

Student's Name	Grade Level	Application Rec'd.	Absences	Cumulative Records Checked					Teacher Reference			Recruit. Interview Date	COE Job Interviews	Placement Place and Date
				Overall Grade Average	Eng. Grade Avg.	Math Grade Avg.	Business Grades							
							Gen. Bus.	Typ.	1	2	3			

NAME Greentree, Helen
LAST FIRST MIDDLE

F 10/20/60
SEX BIRTH DATE BIRTH PLACE

VIRGINIA PUBLIC SCHOOLS
SCHOLASTIC RECORD

ADDRESS (IN PENCIL) Route 4, Dinwiddie, VA
926-382
PHONE GRAD. DATE RANK IN CLASS NO. IN CLASS

PARENT OR GUARDIAN Martin Greentree
ADDRESS Same

SCHOOL
CITY OR COUNTY AND STATE

4.15

	SUBJECTS	19 19 GRADE					19 19 GRADE					19 19 GRADE					19 19 GRADE					19 19 GRADE					19 19 GRADE				
		COURSE NO.	MARKS SEM 1	MARKS SEM 2	FINAL	UNITS	COURSE NO.	MARKS SEM 1	MARKS SEM 2	FINAL	UNITS	COURSE NO.	MARKS SEM 1	MARKS SEM 2	FINAL	UNITS	COURSE NO.	MARKS SEM 1	MARKS SEM 2	FINAL	UNITS	COURSE NO.	MARKS SEM 1	MARKS SEM 2	FINAL	UNITS	COURSE NO.	MARKS SEM 1	MARKS SEM 2	FINAL	UNITS
ENG		8	B	B	B	1	9	C	C	C	1	10	B	B	B	1															
LANG																															
MATH		8	C	C	C	1	9	A	C	B	1																				
SCIENCE		8	B	B	B	1																									
	Biology												B	C	C	1															
SOC STUDIES	Wld. Geog.						9	A	A	A	1																				
VOCATIONAL	Home Ec.	I	B	C	B	1	II	B	A	A	1	III	A	A	A	1															
	Typing											I	B	A	A	1															
	Gen. Bus.												B	C	B	1															
OTHERS	Chorus	Alv.	A	A	A	0	Alv.	A	A	A	0																				
	DR ED-CLASSROOM														B																
	DR ED-IN-CAR														B																
	HEALTH & PHYS. ED.	8	B	B	B	1	9	C	B	B	1	10	C	C	C	1															
	UNITS PER YEAR					5					5					6															

TOTAL UNITS ______

CLASS MEETS TIMES PER WEEK FOR WEEKS.	YEAR	1974 1975	1975 1976	1976 1977	19 19	19 19
CLASS PERIODS ARE NET MINUTES	GRADE	8	9	10		
PASSING MARK IS	DATE OF ENROLLMENT	9-3-74	9-2-75	8-24-76		
MARKING SYSTEM:	DAYS ABSENT	10	6	3		
	TIMES TARDY	2	0	0		
	DAYS MEMBERSHIP	180	180	180		

53 DATE ______ SIGNATURE ______ TITLE ______
ACCELERATED COURSES* SUMMER SCHOOL** LAB SCIENCES # ADVANCED PLACEMENT ## MODIFIED COURSES###

0 54

COOPERATIVE OFFICE EDUCATION

Application for Admittance

NAME: Helen Greentree SOC. SEC. NO. 232-50-2771

AGE: 17 DATE OF BIRTH: 10-20-60 HEIGHT: 5'3" WEIGHT: 112

ADDRESS: Route 4, Dinwiddie, VA TELEPHONE: 426-3112

DRIVERS LICENSE? Yes ACCESS TO A CAR? Yes INTERESTED IN SUMMER EMPLOYMENT? Yes

FATHER'S NAME: Martin Greentree OCCUPATION: Insurance Agent

FATHER'S ADDRESS: Rt. 4, Dinwiddie, VA

MOTHER'S NAME: Linda Greentree OCCUPATION: Housewife

MOTHER'S ADDRESS: Rt. 4, Dinwiddie, VA

INDICATE THE TYPE OF OFFICE IN WHICH YOU PREFER TO WORK. List Choices:
(Bank, Dental, Department Store, Legal, Manufacturing Business, Medical, School, etc.)

FIRST CHOICE: Insurance Office SECOND CHOICE: Hospital

Reason for above preference:

Do you attend school regularly? Yes Absences to date (this year): 1

Major reason for absences: Sick

Are you under a doctor's care? No Do you have any health problems which would interfere with your regular attendance on a job? If so, please explain. None

Have you ever worked full or part time? No Where? No

Type of job: —

Are you currently employed? — If not, why did you leave? —

Do you intend to further your formal education after high school? Undecided

Type your present schedule of classes on the back of this form.

PLEASE ATTACH A PERSONAL DATA SHEET:

Cooperative Office Education provides qualified young people an opportunity to be considered for employment in the offices of businesses and industries in our area. When you enroll in COE, you indicate that you are sincere and interested in putting forth your best efforts to receive on-the-job training at all times. If you accept this responsibility, please sign in the space provided:

Helen Greentree
Student Trainee

TO THE PARENT OR GUARDIAN:

Do you consent to your daughter ~~or son~~, Helen entering the Cooperative Office Education Program of Dinwiddie High School and do you agree to cooperate with the school and the training agency in making the training and education of the greatest possible benefit to your child, if so, please indicate your support and approval with your signature.

Date: 2-28-78 Linda Greentree
Parent or Guardian

COOPERATIVE OFFICE EDUCATION

FACULTY RECOMMENDATION FORM

Dinwiddie High School Dinwiddie, Va.

Student: Helen Greentree

The above student has given your name as a reference on an application for admission to the Cooperative Office Education Program.

In what classes or activities have you observed this student? Typewriting and FBLA

	Needs Help	Fair	Average	Good	Above Average
Relating to Others					✓
Punctuality				✓	
Cooperativeness					✓
Personal Appearance				✓	
Expression of Ideas					✓
Industriousness					✓
Reliability					✓
Scholarship (ability)					✓
Initiative					✓
Qualities of Leadership					✓

Comments: Excellent student. Helen has worked hard in FBLA this year.

Special talents or strong points: Works well with others. Plays piano. Excellent typist for first year student, 50 wpm. straight copy.

Areas in which student may need special assistance: May need some extra work in production.

2/28/78
Date

Mollie McGee
Teacher

COOPERATIVE OFFICE EDUCATION

INTERVIEW EVALUATION FORM

Student interviewed: Helen Greentree

	Above Average	Average	Poor
Appearance	✓		
Personality	✓		
Desire to be enrolled in program	✓		
Ability to communicate		✓	
Concept of program's purpose		✓	

Student's plans following high school: Work as a secretary in an insurance office

Work experience None

Reaction when asked if he/she would change personal appearance in order to become employable, or keep employment.

Was receptive to the idea of self improvement

Reaction to FBLA already a member

Questions: are parents aware of her choice?

Comments:

VIRGINIA PUBLIC SCHOOLS
SCHOLASTIC RECORD H.S. 8 150M 6-1-74

NAME Colts, Tamara Lynn (LAST FIRST MIDDLE) | SEX F | BIRTH DATE 6/11/61 | BIRTH PLACE VA.

ADDRESS (IN PENCIL) 37 East Lane, Dinwiddie, Va | PHONE 426-5412 | GRAD. DATE | RANK IN CLASS | NO IN CLASS

PARENT OR GUARDIAN Ronald L. Colts
ADDRESS Same

SCHOOL
CITY OR COUNTY AND STATE

4.19

	SUBJECTS	1974 1975 GRADE 8					1975 1976 GRADE 9					1976 1977 GRADE 10					19 19 GRADE					19 19 GRADE					19 19 GRADE				
		COURSE NO.	MARKS SEM 1	MARKS SEM 2	MARKS FINAL	UNITS	COURSE NO.	MARKS SEM 1	MARKS SEM 2	MARKS FINAL	UNITS	COURSE NO.	MARKS SEM 1	MARKS SEM 2	MARKS FINAL	UNITS	COURSE NO.	MARKS SEM 1	MARKS SEM 2	MARKS FINAL	UNITS	COURSE NO.	MARKS SEM 1	MARKS SEM 2	MARKS FINAL	UNITS	COURSE NO.	MARKS SEM 1	MARKS SEM 2	MARKS FINAL	UNITS
ENG		8	C	C	C	1	9	B	B	B	1	10	B	B	B	1															
LANG	SPANISH						I	C	D	C	1	I	A	B	B	1															
MATH		8	B	D	C	1																									
	ALGEBRA						I	C	D	D	1																				
SCIENCE		8	D	C	D	1																									
	BIOLOGY												C	C	C	1															
SOC STUDIES							9	B	B	B	1																				
VOCATIONAL	Homemaking	I	C	C	C	1																									
	TYPING											I	B	B	B	1															
	GEN BUS.												B	C	C	1															
OTHERS	ART	I	C	C	C	1																									
	DR ED-CLASSROOM														C																
	DR ED-IN-CAR														C																
	HEALTH & PHYS. ED.	8	B	D	C	1	9	B	B	B	1	10	C	B	B	1															
	UNITS PER YEAR					6					5					6															

TOTAL UNITS

CLASS MEETS TIMES PER WEEK FOR WEEKS	YEAR	1974 1975	1975 1976	1976 1977	19 19	19 19	19
CLASS PERIODS ARE NET MINUTES	GRADE	8	9	10			
PASSING MARK IS	DATE OF ENROLLMENT	9-3-74	9-2-75	8-24-76			
MARKING SYSTEM:	DAYS ABSENT	10	6	3			
	TIMES TARDY	2	0	0			
	DAYS MEMBERSHIP	180	180	180			

DATE ______ SIGNATURE ______ TITLE ______

ACCELERATED COURSES* SUMMER SCHOOL** LAB SCIENCES # ADVANCED PLACEMENT ## MODIFIED COURSES###

COOPERATIVE OFFICE EDUCATION

Application for Admittance

NAME: Tammy Lynn Colts SOC. SEC. NO. 232-46-3366

AGE: 16 DATE OF BIRTH: 6-11-61 HEIGHT: 5'3" WEIGHT: 128

ADDRESS: 37 East Lane, Dinwiddie, Va. TELEPHONE: 426-5412

DRIVERS LICENSE? yes ACCESS TO A CAR? yes INTERESTED IN SUMMER EMPLOYMENT? no

FATHER'S NAME: Ronald L Colts OCCUPATION: Farmers & Merchants Bank

FATHER'S ADDRESS: 37 East Lane, Dinwiddie, Va.

MOTHER'S NAME: Susan Louise Colts OCCUPATION: secretary

MOTHER'S ADDRESS: 37 East Lane, Dinwiddie, Va.

INDICATE THE TYPE OF OFFICE IN WHICH YOU PREFER TO WORK. List Choices: (Bank, Dental, Department Store, Legal, Manufacturing Business, Medical, School, etc.)

FIRST CHOICE: Legal secretary SECOND CHOICE: Medical Secretary

Reason for above preference: I am interested in Law.

Do you attend school regularly? yes Absences to date (this year): 1

Major reason for absences: —

Are you under a doctor's care? no Do you have any health problems which would interfere with your regular attendance on a job? If so, please explain. no

Have you ever worked full or part time? no Where? —

Type of job: —

Are you currently employed? no If not, why did you leave? —

Do you intend to further your formal education after high school? yes

Type your present schedule of classes on the back of this form.

PLEASE ATTACH A PERSONAL DATA SHEET:

Cooperative Office Education provides qualified young people an opportunity to be considered for employment in the offices of businesses and industries in our area. When you enroll in COE, you indicate that you are sincere and interested in putting forth your best effortc to receive on-the-job training at all times. If you accept this responsibility, please sign in the space provided:

Tamara Lynn Colts
Student Trainee

TO THE PARENT OR GUARDIAN:

Do you consent to your daughter ~~or son~~, Tammy entering the Cooperative Office Education Program of Dinwiddie High School and do you agree to cooperate with the school and the training agency in making the training and education of the greatest possible benefit to your child, if so, please indicate your support and approval with your signature.

Date: 2-28-78 Ronald L Colts
Parent or Guardian

COOPERATIVE OFFICE EDUCATION

FACULTY RECOMMENDATION FORM

Dinwiddie High School, Dinwiddie, Va.

Student: Tammy Colts

The above student has given your name as a reference on an application for admission to the Cooperative Office Education Program.

In what classes or activities have you observed this student? English

	Needs Help	Fair	Average	Good	Above Average
Relating to Others				✓	
Punctuality				✓	
Cooperativeness					✓
Personal Appearance				✓	
Expression of Ideas					✓
Industriousness					✓
Reliability					✓
Scholarship (ability)				✓	
Initiative					✓
Qualities of Leadership					✓

Comments: An excellent student.

Special talents or strong points:

Has a special talent for writing. She has an excellent Command of English in written form.

Areas in which student may need special assistance:

unknown

2-28-78
Date

Ellen Blake
Teacher

COOPERATIVE OFFICE EDUCATION

INTERVIEW EVALUATION FORM

Student interviewed: Tammy Colts

	Above Average	Average	Poor
Appearance	✓		
Personality	✓		
Desire to be enrolled in program	✓		
Ability to communicate	✓		
Concept of program's purpose		✓	

Student's plans following high school To attend night classes at Community College and work in a law office.

Work experience none.

Reaction when asked if he/she would change personal appearance in order to become employable, or keep employment.

Of course she would if we made recommendations and she could understand our reasons.

Reaction to FBLA Very interested. Already a member

Questions: Asked questions about education required for a paralegal job.

Comments: Seemed very interested in legal secretarial field. Was not satisfied with her grade in Steno I (C) but feels it will be a B when year is over.

NAME Williams, Gary Lewis
LAST FIRST MIDDLE
M SEX | 9-2-61 BIRTH DATE | VA. BIRTH PLACE

VIRGINIA PUBLIC SCHOOLS
SCHOLASTIC RECORD
H.S. 8 150M 6-1-74

ADDRESS (IN PENCIL) 233 Wellston St., Dinwiddie, Va. | 426-7511 PHONE | GRAD. DATE | RANK IN CLASS | NO IN CLASS
PARENT OR GUARDIAN Mr.+Mrs. Steve Williams
ADDRESS same
SCHOOL ANY
CITY OR COUNTY AND STATE

	SUBJECTS	19 19 GRADE					19 19 GRADE					19 19 GRADE					19 19 GRADE					19 19 GRADE					19 19 GRADE				
		COURSE NO.	MARKS SEM 1	SEM 2	FINAL	UNITS	COURSE NO.	MARKS SEM 1	SEM 2	FINAL	UNITS	COURSE NO.	MARKS SEM 1	SEM 2	FINAL	UNITS	COURSE NO.	MARKS SEM 1	SEM 2	FINAL	UNITS	COURSE NO.	MARKS SEM 1	SEM 2	FINAL	UNITS	COURSE NO.	MARKS SEM 1	SEM 2	FINAL	UNITS
ENG		8	A	B	B	1	9	C	C	C	1	10	C	B	B	1															
LANG																															
MATH		8	B	B	B	1																									
	Algebra						I	C	E	D	1																				
SCIENCE		8	B	B	B	1	9	C	C	C	1																				
	Biology												D	D	D	1															
SOC STUDIES	History	8	C	C	C	1																									
	World Geo.						9	B	C	C	1																				
	Government																														
VOCATIONAL	Va. Ag. I	8	C	C	C	1																									
	Typing											I	B	C	C	1															
	Gen. Bus.												C	C	C	1															
OTHERS	Art						I	C	B	B	1	II	C	C	C	1															
	DR ED-CLASSROOM																														
	DR ED-IN-CAR																														
	HEALTH & PHYS. ED.	8	B	B	B	1	9	B	B	B	1	10	B	B	B	1															
	UNITS PER YEAR					6					6					5															

TOTAL UNITS ____

CLASS MEETS TIMES PER WEEK FOR WEEKS.
CLASS PERIODS ARE NET MINUTES
PASSING MARK IS
MARKING SYSTEM:

YEAR	19 73 19 74	19 74 19 75	19 76 19 77	19 19	19 19	19
GRADE	8	9	10			
DATE OF ENROLLMENT	Aug-27-'73	Sept. 3, '74	8-24-76			
DAYS ABSENT	13	21	6			
TIMES TARDY	0	0	0			
DAYS MEMBERSHIP						

DATE ____ SIGNATURE ____ TITLE ____
ACCELERATED COURSES* SUMMER SCHOOL** LAB SCIENCES # ADVANCED PLACEMENT ## MODIFIED COURSES###

4.23

COOPERATIVE OFFICE EDUCATION

Application for Admittance

NAME: Gary Lewis Williams SOC. SEC. NO. 232-45-7711

AGE: 16 DATE OF BIRTH: 9-2-61 HEIGHT: 6'1" WEIGHT: 155

ADDRESS: 233 Wellston Street, Dinwiddie TELEPHONE: 426-7511

DRIVERS LICENSE? yes ACCESS TO A CAR? yes INTERESTED IN SUMMER EMPLOYMENT? yes

FATHER'S NAME: Steve Williams OCCUPATION: Plummer

FATHER'S ADDRESS: 233 Wellston St., Dinwiddie, Va.

MOTHER'S NAME: Nancy Williams OCCUPATION: Store clerk

MOTHER'S ADDRESS: 233 Wellston St., Dinwiddie, Va.

INDICATE THE TYPE OF OFFICE IN WHICH YOU PREFER TO WORK. List Choices:
(Bank, Dental, Department Store, Legal, Manufacturing Business, Medical, School, etc.)

FIRST CHOICE: Bank SECOND CHOICE: Accountant's office

Reason for above preference:

Do you attend school regularly? yes Absences to date (this year): 4

Major reason for absences: sick

Are you under a doctor's care? no Do you have any health problems which would interfere with your regular attendance on a job? If so, please explain. no

Have you ever worked full or part time? no Where? no

Type of job:

Are you currently employed? no If not, why did you leave? no

Do you intend to further your formal education after high school? maybe

Type your present schedule of classes on the back of this form.

PLEASE ATTACH A PERSONAL DATA SHEET:

Cooperative Office Education provides qualified young people an opportunity to be considered for employment in the offices of businesses and industries in our area. When you enroll in COE, you indicate that you are sincere and interested in putting forth your best efforts to receive on-the-job training at all times. If you accept this responsibility, please sign in the space provided:

Gary Lewis Williams
Student Trainee

TO THE PARENT OR GUARDIAN:

Do you consent to your ~~daughter or~~ son, Gary entering the Cooperative Office Education Program of Dinwiddie High School and do you agree to cooperate with the school and the training agency in making the training and education of the greatest possible benefit to your child, if so, please indicate your support and approval with your signature.

Date: 2-25-78 Steve L. Williams
Parent or Guardian

COOPERATIVE OFFICE EDUCATION

FACULTY RECOMMENDATION FORM

Dinwiddie High School, Dinwiddie, Va.

Student: Gary Williams

The above student has given your name as a reference on an application for admission to the Cooperative Office Education Program.

In what classes or activities have you observed this student? World Geo. and Track

	Needs Help	Fair	Average	Good	Above Average
Relating to Others				✓	
Punctuality			✓		
Cooperativeness				✓	
Personal Appearance			✓		
Expression of Ideas				✓	
Industriousness				✓	
Reliability			✓		
Scholarship (ability)			✓		
Initiative				✓	
Qualities of Leadership			✓		

Comments: Gary works hard and does a good job in Track.

Special talents or strong points:
Works well with other students. Has a talent in Art

Areas in which student may need special assistance:
Has some difficulty with written assignments.
Needs more work in written English

2-24-78
Date

Martin Lane
Teacher

COOPERATIVE OFFICE EDUCATION

INTERVIEW EVALUATION FORM

Student interviewed: Gary Williams

	Above Average	Average	Poor
Appearance		✓	
Personality		✓	
Desire to be enrolled in program	✓		
Ability to communicate		✓	
Concept of program's purpose		✓	

Student's plans following high school wants to work in a bank and take classes in banking at night following graduation

Work experience none

Reaction when asked if he/she would change personal appearance in order to become employable, or keep employment.

He said "Sure"

Reaction to FBLA Already a member and has enjoyed it.

Questions: Wanted to know if he would be able to get a job in banking. He also asked if banks pay tuition for employees to take night classes.

Comments:

VIRGINIA PUBLIC SCHOOLS
SCHOLASTIC RECORD N.S. 8 150M 6-1-74

NAME Westel, LAST Mark FIRST Allen MIDDLE
M SEX
5-31-6? BIRTH DATE
Virginia BIRTH PLACE
ADDRESS (IN PENCIL) 232 Elm Street, Dinwiddie, VA
426-1311 PHONE
GRAD. DATE
RANK IN CLASS
NO IN CLASS
PARENT OR GUARDIAN Mrs. Wilma West
ADDRESS Same
SCHOOL
CITY OR COUNTY AND STATE

4.27

	SUBJECTS	19 74 19 75 GRADE 8					19 75 19 76 GRADE 9					19 76 19 77 GRADE 10					19 19 GRADE					19 19 GRADE					19 19 GRADE				
		COURSE NO.	MARKS			UNITS	COURSE NO.	MARKS			UNITS	COURSE NO.	MARKS			UNITS	COURSE NO.	MARKS			UNITS	COURSE NO.	MARKS			UNITS	COURSE NO.	MARKS			UNITS
			SEM 1	SEM 2	FINAL			SEM 1	SEM 2	FINAL			SEM 1	SEM 2	FINAL			SEM 1	SEM 2	FINAL			SEM 1	SEM 2	FINAL			SEM 1	SEM 2	FINAL	
ENG		8	C	D	C	1	9	C	B	B	1	10	C	C	C	1															
LANG																															
MATH	Algebra	I	A	A	A	1						II	A	A	A	1															
	P&S Geom.						9	A	B	A	1																				
SCIENCE		8	A	A	A	1																									
	Biology												C	C	B	1															
SOC STUDIES	History	8	A	C	B	1																									
	W. Hist						9	B	C	C	1																				
VOCATIONAL	Ind. Arts						I	B	B	B	1																				
	Typing											I	B	B	B	1															
OTHERS	BAND		A	A	A	0	Sym	A	A	A	0	Sym	A	A	A	1															
	DR ED-CLASSROOM														B																
	DR ED-IN-CAR														C+																
	HEALTH & PHYS. ED.	8	B	B	B	1	9	B	B	B	1	10	B	B	B	1															
	UNITS PER YEAR										5					6															

TOTAL UNITS

CLASS MEETS TIMES PER WEEK FOR WEEKS.	YEAR	19 74 19 75	19 75 19 76	19 76 19 77	19 19	19 19	19
CLASS PERIODS ARE NET MINUTES	GRADE	8	9	10			
PASSING MARK IS	DATE OF ENROLLMENT	9-3-74	9-2-75	8-24-76			
MARKING SYSTEM:	DAYS ABSENT	14	7	16			
	TIMES TARDY	0	0	0			
	DAYS MEMBERSHIP	180	180	180			

DATE ______ SIGNATURE ______ TITLE ______
ACCELERATED COURSES* SUMMER SCHOOL** LAB SCIENCES # ADVANCED PLACEMENT## MODIFIED COURSES###

COOPERATIVE OFFICE EDUCATION

Application for Admittance

NAME: Mark allen Westel SOC. SEC. NO. 232-20-3341

AGE: 17 DATE OF BIRTH: 5-31-60 HEIGHT: 5'-9" WEIGHT: 140

ADDRESS: 232 Elm St., Dinwiddie, VA TELEPHONE: 426-1311

DRIVERS LICENSE? yes ACCESS TO A CAR? yes INTERESTED IN SUMMER EMPLOYMENT? yes

FATHER'S NAME: Deceased OCCUPATION: —

FATHER'S ADDRESS: —

MOTHER'S NAME: Wilma E. Westel OCCUPATION: Secretary

MOTHER'S ADDRESS: 232 Elm St, Dinwiddie, VA

INDICATE THE TYPE OF OFFICE IN WHICH YOU PREFER TO WORK. List Choices:
(Bank, Dental, Department Store, Legal, Manufacturing Business, Medical, School, etc.)

FIRST CHOICE: Accounting Firm SECOND CHOICE: Manufacturing Business

Reason for above preference: I plan to take accounting and become a CPA

Do you attend school regularly? yes Absences to date (this year): 3

Major reason for absences: sick

Are you under a doctor's care? no Do you have any health problems which would interfere with your regular attendance on a job? If so, please explain. no

Have you ever worked full or part time? yes Where? Howard Johnsons'

Type of job: Bus boy

Are you currently employed? no If not, why did you leave? summer employment - left to return to school

Do you intend to further your formal education after high school? yes

Type your present schedule of classes on the back of this form.

PLEASE ATTACH A PERSONAL DATA SHEET:

Cooperative Office Education provides qualified young people an opportunity to be considered for employment in the offices of businesses and industries in our area. When you enroll in COE, you indicate that you are sincere and interested in putting forth your best efforts to receive on-the-job training at all times. If you accept this responsibility, please sign in the space provided:

Mark Allen Westel
Student Trainee

TO THE PARENT OR GUARDIAN:

Do you consent to your ~~daughter~~ or son, Mark entering the Cooperative Office Education Program of Dinwiddie High School and do you agree to cooperate with the school and the training agency in making the training and education of the greatest possible benefit to your child, if so, please indicate your support and approval with your signature.

Date: 2-27-78 Wilma Elaine Westel
Parent or Guardian

COOPERATIVE OFFICE EDUCATION

FACULTY RECOMMENDATION FORM

Dinwiddie High School, Dinwiddie, Va.

Student: Mark Allen Westel

The above student has given your name as a reference on an application for admission to the Cooperative Office Education Program.

In what classes or activities have you observed this student? English

	Needs Help	Fair	Average	Good	Above Average
Relating to Others			✓		
Punctuality			✓		
Cooperativeness				✓	
Personal Appearance				✓	
Expression of Ideas				✓	
Industriousness		✓			
Reliability			✓		
Scholarship (ability)			✓		
Initiative		✓			
Qualities of Leadership		✓			

Comments: Mark could do a good job. He would have to be really interested.

Special talents or strong points:

Mark is good in verbal communication

Areas in which student may need special assistance:

Needs work in personal relationships, methods of handling people.

2-24-78
Date

Ellen Blake
Teacher

COOPERATIVE OFFICE EDUCATION

INTERVIEW EVALUATION FORM

Student interviewed: Mark Westel

	Above Average	Average	Poor
Appearance	✓		
Personality	✓		
Desire to be enrolled in program		✓	
Ability to communicate		✓	
Concept of program's purpose		✓	

Student's plans following high school To attend college and become a CPA

Work experience Busboy at Howard Johnson's (part time)

Reaction when asked if he/she would change personal appearance in order to become employable, or keep employment.

He was very agreeable to any improvement

Reaction to FBLA would join - was interested in activities

Questions: Would he get minimum wage. He must make at least what he makes now ($2.65)

Comments: Father deceased - needs work to save some money for college.

VIRGINIA PUBLIC SCHOOLS
SCHOLASTIC RECORD
H.S. 8 150M 6-1-74

NAME Tilles, Janice Marie
LAST FIRST MIDDLE
SEX F
BIRTH DATE 8-27-59
BIRTH PLACE VA.
ADDRESS (IN PENCIL) Bloomery Star Rt., Box 3
PHONE none
GRAD. DATE
RANK IN CLASS
NO IN CLASS
PARENT OR GUARDIAN Foster L. Tilles
ADDRESS Bloomery St. Rt., Box 3, City
SCHOOL
CITY OR COUNTY AND STATE

		19 73 19 74 GRADE 8					19 19 GRADE 9					19 19 GRADE 10					19 19 GRADE					19 19 GRADE					19 19 GRADE				
	SUBJECTS	COURSE NO.	MARKS SEM 1	MARKS SEM 2	MARKS FINAL	UNITS	COURSE NO.	MARKS SEM 1	MARKS SEM 2	MARKS FINAL	UNITS	COURSE NO.	MARKS SEM 1	MARKS SEM 2	MARKS FINAL	UNITS	COURSE NO.	MARKS SEM 1	MARKS SEM 2	MARKS FINAL	UNITS	COURSE NO.	MARKS SEM 1	MARKS SEM 2	MARKS FINAL	UNITS	COURSE NO.	MARKS SEM 1	MARKS SEM 2	MARKS FINAL	UNITS
ENG		8	C	C	C	1	9	C	C	C	1	10	C	C	C	1															
LANG	SPANISH						I	D	E	E	0																				
MATH		8	E	D	D	1		D	C	C	1																				
	Algebra							E	E	E	0																				
SCIENCE	GENERAL		C	C	C	1																									
	Biology												D	D	D	1															
SOC STUDIES																															
VOCATIONAL	Home Ec.						I	E	E	E	0																				
	Typing												C	D	D	1															
	Gen. Bus.												D	D	D	1															
OTHERS	Mixed Chorus											I	A	A	A	1															
	DR ED-CLASSROOM														E																
	DR ED-IN-CAR																														
	HEALTH & PHYS. ED.	8	D	D	D	1	9	D	C	D	1	10	B	B	B	1															
	UNITS PER YEAR																														

TOTAL UNITS

CLASS MEETS TIMES PER WEEK FOR WEEKS.
CLASS PERIODS ARE NET MINUTES
PASSING MARK IS
MARKING SYSTEM:

YEAR	1974 1975	1975 1976	1976 1977	19 19	19 19	19
GRADE	8	9	10			
DATE OF ENROLLMENT	9-3-74	9-2-75	8-24-76			
DAYS ABSENT	27	30	20			
TIMES TARDY	—	—	—			
DAYS MEMBERSHIP	180	180	180			

DATE
SIGNATURE
TITLE
ACCELERATED COURSES* SUMMER SCHOOL** LAB SCIENCES # ADVANCED PLACEMENT ## MODIFIED COURSES###

4.31

COOPERATIVE OFFICE EDUCATION

Application for Admittance

NAME: Janice Marie Tilles SOC. SEC. NO. 232-45-3330

AGE: 18 DATE OF BIRTH: 8-27-59 HEIGHT: 5'2" WEIGHT: 102

ADDRESS: Blessing Star Rt Box 3, Dinwiddie TELEPHONE: None

DRIVERS LICENSE? No ACCESS TO A CAR? No INTERESTED IN SUMMER EMPLOYMENT? Yes

FATHER'S NAME: Foster L Tilles OCCUPATION: Ordinary work

FATHER'S ADDRESS: Blessing Star Rt Box 3 Dinwiddie, Va

MOTHER'S NAME: Marie Ellen Tilles OCCUPATION: None

MOTHER'S ADDRESS: Blessing Star Rt Box 3 Dinwiddie, Va

INDICATE THE TYPE OF OFFICE IN WHICH YOU PREFER TO WORK. List Choices:
(Bank, Dental, Department Store, Legal, Manufacturing Business, Medical, School, etc.)

FIRST CHOICE: Bank SECOND CHOICE: School

Reason for above preference: Would like to work in a Bank

Do you attend school regularly? yes Absences to date (this year): 12

Major reason for absences: to stay with younger sister

Are you under a doctor's care? No Do you have any health problems which would interfere with your regular attendance on a job? If so, please explain. N

Have you ever worked full or part time? No Where? No

Type of job:

Are you currently employed? No If not, why did you leave? No

Do you intend to further your formal education after high school? No

Type your present schedule of classes on the back of this form.

PLEASE ATTACH A PERSONAL DATA SHEET:

Cooperative Office Education provides qualified young people an opportunity to be considered for employment in the offices of businesses and industries in our area. When you enroll in COE, you indicate that you are sincere and interested in putting forth your best efforts to receive on-the-job training at all times. If you accept this responsibility, please sign in the space provided:

Janice M Tilles
Student Trainee

TO THE PARENT OR GUARDIAN:

Do you consent to your daughter or son, Janice entering the Cooperative Office Education Program of Dinwiddie High School and do you agree to cooperate with the school and the training agency in making the training and education of the greatest possible benefit to your child, if so, please indicate your support and approval with your signature.

Date: 2/27/78 Marie Ellen Tilles
Parent or Guardian

COOPERATIVE OFFICE EDUCATION

FACULTY RECOMMENDATION FORM

Dinwiddie High School, Dinwiddie, Va.

Student: Janice Marie Tilles

The above student has given your name as a reference on an application for admission to the Cooperative Office Education Program.

In what classes or activities have you observed this student? Beginning Typewriting and FBLA

	Needs Help	Fair	Average	Good	Above Average
Relating to Others	✓				
Punctuality		✓			
Cooperativeness		✓			
Personal Appearance		✓			
Expression of Ideas	✓				
Industriousness	✓				
Reliability	✓				
Scholarship (ability)		✓			
Initiative		✓			
Qualities of Leadership	✓				

Comments: Absent often to care for younger children in family.

Special talents or strong points:

Areas in which student may need special assistance:

Needs additional assistance with instructions of all kinds. Requires a large number of special assignments.

2-28-78
Date

Lucille Warren
Teacher

COOPERATIVE OFFICE EDUCATION

INTERVIEW EVALUATION FORM

Student interviewed: Janice Marie Tilles

	Above Average	Average	Poor
Appearance		✓	
Personality		✓	
Desire to be enrolled in program		✓	
Ability to communicate			✓
Concept of program's purpose		✓	

Student's plans following high school "to go to work"

Work experience None

Reaction when asked if he/she would change personal appearance in order to become employable, or keep employment.

Seemed uncertain, but said she would if she had to.

Reaction to FBLA She would join but couldn't go to any night meetings

Questions:

She wanted to know if we had jobs in banks? She said she would also work in a store.

Comments: Seemed only to be interested in getting a job. She has no set career objective and seems willing to take any job she can get.

NAME Smith, Betty Ellen
LAST FIRST MIDDLE

F SEX | 4-2-61 BIRTH DATE | VA. BIRTH PLACE

VIRGINIA PUBLIC SCHOOLS
SCHOLASTIC RECORD
H.S. 8 100M 5-73

ADDRESS (IN PENCIL) 23 Wilson Blvd., Dinwiddie, Va | 426-3327 PHONE | GRAD. DATE | RANK IN CLASS | NO IN CLASS

PARENT OR GUARDIAN Russel T. Smith
ADDRESS Same

4.35

SCHOOL																															
CITY OR COUNTY AND STATE																															
	SUBJECTS	19 19 GRADE					19 19 GRADE					19 19 GRADE					19 19 GRADE					19 19 GRADE					19 19 GRADE				
		COURSE NO.	MARKS			UNITS	COURSE NO.	MARKS			UNITS	COURSE NO.	MARKS			UNITS	COURSE NO.	MARKS			UNITS	COURSE NO.	MARKS			UNITS	COURSE NO.	MARKS			UNITS
			SEM 1	SEM 2	FINAL			SEM 1	SEM 2	FINAL			SEM 1	SEM 2	FINAL			SEM 1	SEM 2	FINAL			SEM 1	SEM 2	FINAL			SEM 1	SEM 2	FINAL	
ENG		8	C	C	C	1	9	B	D	C	1	10	C	D	D	1															
LANG																															
MATH		8	C	D	D	1	9	C	D	C	1																				
	Bus. Math											10	C	D	D	1															
SCIENCE		8	D	D	D	1	9	D	D	D	1																				
SOC STUDIES		8	D	D	D	1																									
	Wld. Geog						9	D	D	D	1																				
VOCATIONAL	Home Ec.	I	C	B	C	1	II	D	C	C	1	III	B	B	B	1															
	Typing											I	C	C	C	1															
OTHERS	Chorus											10	C	D	D	1															
DR ED-CLASSROOM																															
DR ED-IN-CAR																															
HEALTH & PHYS. ED.		8	D	D	D	1	9	C	C	C	1	10	C	B	B	1															
UNITS PER YEAR						6					6					6															

TOTAL UNITS______

CLASS MEETS TIMES PER WEEK FOR WEEKS.	YEAR	19 74 19 75	19 75 19 76	19 76 19 77	19 19	19 19	19
CLASS PERIODS ARE NET MINUTES	GRADE	8	9	10			
PASSING MARK IS	DATE OF ENROLLMENT	9-3-74	9-2-75	2-24-76			
MARKING SYSTEM:	DAYS ABSENT	12	2	23			
	TIMES TARDY	–	–	–			
	DAYS MEMBERSHIP	180	180	180			

DATE______ SIGNATURE______ TITLE______
ACCELERATED COURSES* SUMMER SCHOOL** LAB SCIENCES # ADVANCED PLACEMENT ## MODIFIED COURSES ###

COOPERATIVE OFFICE EDUCATION

Application for Admittance

NAME: Betty Ellen Smith SOC. SEC. NO. [illegible]

AGE: 16 DATE OF BIRTH: 4-2-61 HEIGHT: 5'4" WEIGHT: [illegible]

ADDRESS: 23 Wilson Blvd. Dinwiddie TELEPHONE: [illegible]

DRIVERS LICENSE? No ACCESS TO A CAR? No INTERESTED IN SUMMER EMPLOYMENT? [illegible]

FATHER'S NAME: Russel T Smith OCCUPATION: Carpenter

FATHER'S ADDRESS: Same As Above

MOTHER'S NAME: Mary Ellen Smith OCCUPATION: Housewife

MOTHER'S ADDRESS: Same

INDICATE THE TYPE OF OFFICE IN WHICH YOU PREFER TO WORK. List Choices:
(Bank, Dental, Department Store, Legal, Manufacturing Business, Medical, School, etc.)

FIRST CHOICE: Department Store SECOND CHOICE: School

Reason for above preference:

Do you attend school regularly? yes Absences to date (this year): [illegible]

Major reason for absences: illness

Are you under a doctor's care? No Do you have any health problems which would interfere with your regular attendance on a job? If so, please explain. No

Have you ever worked full or part time? No Where?

Type of job:

Are you currently employed? No If not, why did you leave?

Do you intend to further your formal education after high school? [illegible]

Type your present schedule of classes on the back of this form.

PLEASE ATTACH A PERSONAL DATA SHEET:

Cooperative Office Education provides qualified young people an opportunity to be considered for employment in the offices of businesses and industries in our area. When you enroll in COE, you indicate that you are sincere and interested in putting forth your best efforts to receive on-the-job training at all times. If you accept this responsibility, please sign in the space provided:

Betty Ellen Smith
Student Trainee

TO THE PARENT OR GUARDIAN:

Do you consent to your daughter or son, Betty entering the Cooperative Office Education Program of Dinwiddie High School and do you agree to cooperate with the school and the training agency in making the training and education of the greatest possible benefit to your child, if so, please indicate your support and approval with your signature.

Date: Feb. 20, 1978

Betty Ellen Smith
Parent or Guardian

COOPERATIVE OFFICE EDUCATION

FACULTY RECOMMENDATION FORM

Dinwiddie High School, Dinwiddie, Va.

Student: Betty Ellen Smith

The above student has given your name as a reference on an application for admission to the Cooperative Office Education Program.

In what classes or activities have you observed this student? Typewriting I

	Needs Help	Fair	Average	Good	Above Average
Relating to Others	✓				
Punctuality			✓		
Cooperativeness			✓		
Personal Appearance		✓			
Expression of Ideas	✓				
Industriousness			✓		
Reliability			✓		
Scholarship (ability)		✓			
Initiative			✓		
Qualities of Leadership		✓			

Comments: May gain from having COE experience.

Special talents or strong points:

unknown

Areas in which student may need special assistance:

Student is very shy and needs experience working with others

2-26-78
Date

Lucille Warren
Teacher

COOPERATIVE OFFICE EDUCATION

INTERVIEW EVALUATION FORM

Student interviewed: Betty Ellen Smith

	Above Average	Average	Poor
Appearance			✓
Personality		✓	
Desire to be enrolled in program		✓	
Ability to communicate			✓
Concept of program's purpose		✓	

Student's plans following high school unknown - might go to work in a store.

Work experience none

Reaction when asked if he/she would change personal appearance in order to become employable, or keep employment.

Student indicated she did not have money to buy "fancy" clothes.

Reaction to FBLA Would join if could afford dues

Questions:

Comments: Student has no clear objective. Reason for taking COE is that the family wants her to go to work.

MODULE 4 MODEL ANSWERS

If your responses are *substantially* the same as those shown below, you should judge yourself as having met the objective.

1. Compare your Summary Sheet For Student Selection And Placement with the attached summary sheet.
2. The students selected for the program are:

Helen Greentree

Helen has completed the Typewriting I and General Business courses with better than average grades. She has a definite career objective and appears to have the personality traits desirable for a COE student.

Tamara Lynn Colts

Tammy has completed the Typewriting I and General Business courses with satisfactory grades. She has a definite career objective and even though may decide later to attend college, the background which she could receive working in an attorney's office would benefit her in her career.

Gary Williams

Gary has successfully completed Typewriting I and General Business courses and is interested in a career in banking. The student's attitude and personality seems to be satisfactory for success in a business career. According to his reference from faculty members, he is a hard worker.

Students to be placed on a waiting list are:

Mark Westel

Mark has not completed General Business, and he has not completed the first year of Accounting. At this time he does not have a salable skill. Mark plans to attend college and will develop his skills further at the post-graduate level. His reason for being interested in COE seems to be that he wants a job. Advise Mark to complete his first year of Accounting.

Betty Smith

Betty has not completed General Business. She is absent quite frequently to care for younger children in the family and has no definite career objective in the area of office occupations. Her main interest at this time is to get a job—any job will do.

The Student which should not be accepted is:

Janice Tilles

Janice has had difficulty in both Typewriting and General Business. Her career objective is "to go to work" anywhere at all. She has expressed an interest in banking, but indicates she also would like to work in a store. If she is to continue in business, the coordinator might recommend Office Services or acceptance as a Clerk-Typist student where she can develop a salable skill.

DECISION

If your performance on the Criterion Test is evaluated as satisfactory, you have completed this module.

If your performance is not satisfactory, you should do the following to correct deficiencies:

1. Restudy the Learning Activities in this module.
2. Study the Additional Resources listed below.

ADDITIONAL RESOURCES

1. Meyer, Warren G., Lucy C. Crawford, and Mary K. Klaurens. *Coordination in Cooperative Vocational Education*. Columbus, OH; Charles E. Mercile Publishing Co., 1975, Ch. 6.
2. Mitchell, E. F., *Cooperative Vocational Education*. Boston, MA; Allyn and Bacon, Inc., 1977, Ch. 4.
3. Stady, Ronald W., and Bill G. Gooch. *Cooperative Education*. Indianapolis, IN; Bobbs-Merrill Co., Inc., 1977, Ch. 9.
4. Uthe, Elaine F. *The Cooperative Vocational Program: Coordination Techniques*. Produced at Michigan State University in cooperation with Michigan State Department of Education, Division of Vocational Education. Materials available from Dr. Uthe, 3345 Carriage Lane, Lexington, KY 40502.

COOPERATIVE OFFICE EDUCATION
SUMMARY SHEET FOR STUDENT SELECTION AND PLACEMENT

Student's Name	Grade Level	Application Rec'd.	Absences	Cumulative Records Checked					Teacher Reference			Recruit. Interview Date	COE Job Interviews	Placement Place and Date
				Overall Grade Average	Eng. Grade Avg.	Math Grade Avg.	Business Grades							
							Gen. Bus.	Typ.	1	2	3			
Helen Greentree	11	2/28	6 days	B	B–	C	B	A	Above Avg.			3-2 Above Avg.		
Mark Wetsel	11	2/28	8 days	B	C	A	none	B	Avg.			2-29 Avg.		
Betty Smith	11	2/28	15 days	C–	C–	D+	none	C	Avg.			2-29 Avg.		
Janice Tilles	11	2/28	25 days	D+	C	D	D	D	Needs Help			2-29 Avg.		
Gary Williams	11	2/26	13 days	C	B–	C	C	C	Good			2-28 Avg.		
Tamara Colts	11	2/28	6 days	C+	B	D	C	B	Above Avg.			2-28 Above Avg.		

MODULE 5

ORGANIZATION OF INSTRUCTION

RATIONALE

The purpose of instruction in an occupational preparation program is to bridge the gap between what a student has upon entering the program and what the student needs to be effective on the job. In other words, competencies needed minus competencies already possessed equal competencies which must be developed.

The purpose of this module is to describe procedures to enable you to

IDENTIFY THE GAP YOU MUST BRIDGE
and to
DESIGN INSTRUCTION TO BRIDGE THE GAP

Identify The Gap You Must Bridge

OBJECTIVES

1. Describe the major advantage for your students when you base the development and organization of instruction in your COE class upon the occupational cluster concept.
2. Name the two major classifications of competency areas for which you should provide instruction.
3. List four resources which will aid you in the identification of competency areas for which you should provide instruction.
4. For a twelfth-grade Clerk-Typist II program, identify two competency areas in each of the following categories:
   a. Competencies needed in all occupations.
   b. Competencies needed in all occupations in the occupational cluster within which the course falls.
   c. Competencies needed by a student which are unique to that student.
5. For one of the competency areas identified in Objective 4, write a performance objective with conditions, action, and criteria.
6. Identify four things you can do to identify competencies already possessed by your students.

LEARNING ACTIVITIES

To perform as specified in the above objectives, the following learning activities are provided:

1. Determine Occupational Cluster Within Which Your Program is Located, page 5.2.
2. Identify Competency Areas for Which You Should Provide Instruction, page 5.3.
3. Develop Performance Objectives for Each Competency Area, page 5.4.
4. Identify Competencies Already Possessed by Your Students, page 5.5.

Design Instruction to Bridge The Gap

OBJECTIVES

7. Identify the three primary places where COE students develop needed competencies.
8. Explain why the COE teacher-coordinator cannot rely solely upon traditional teaching methods where the primary approach is to employ group processes.
9. Describe a situation where you might have to do each of the following for a student in your COE class:
   a. Rearrange instructional sequence
   b. Add and delete instruction
   c. Vary the length of instruction
   d. Vary the content of instruction
10. Identify five considerations which must be kept in mind when sequencing instruction in the COE class.
11. Explain why it is advantageous to develop an instructional plan for the entire class even though that plan will have to be adjusted for each class member.

LEARNING ACTIVITIES

To perform as specified in the objectives 7-11, the following learning activities are provided:

5. Some Things You Need to Know About Cooperative Education Before Developing Instructional Plans, page 5.5.
6. Develop Your Instructional Plan, page 5.8.

DECISION

If you think you can meet the objectives, you may proceed directly to the Criterion Test.

Continue with the Learning Activities if you do not believe you can meet the objectives.

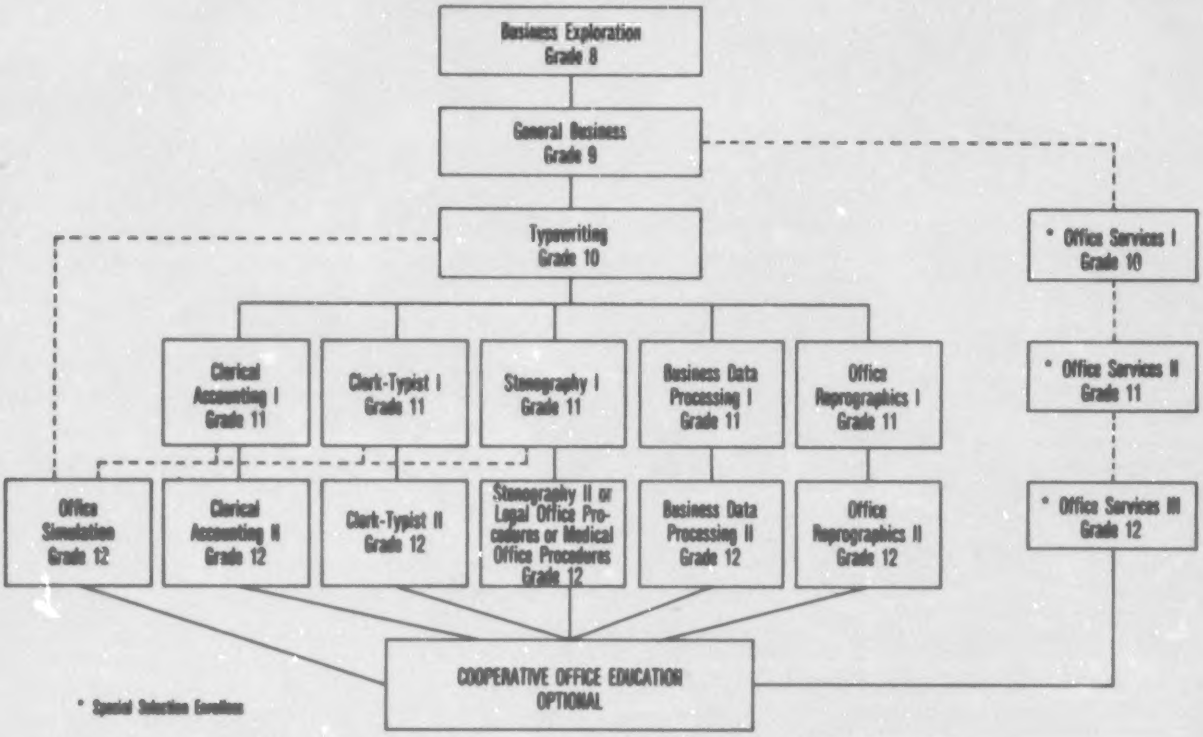
IDENTIFY THE GAP YOU MUST BRIDGE

LEARNING ACTIVITY 1

DETERMINE OCCUPATIONAL CLUSTER WITHIN WHICH YOUR PROGRAM IS LOCATED

In the majority of Virginia high schools, business and office education is organized as follows:

OCCUPATIONAL PREPARATION OFFERINGS SUGGESTED SEQUENCES


Business Exploration Grade 8
General Business Grade 9
Typewriting Grade 10
* Office Services I Grade 10
Clerical Accounting I Grade 11
Clerk-Typist I Grade 11
Stenography I Grade 11
Business Data Processing I Grade 11
Office Reprographics I Grade 11
* Office Services II Grade 11
Office Simulation Grade 12
Clerical Accounting II Grade 12
Clerk-Typist II Grade 12
Stenography II or Legal Office Procedures or Medical Office Procedures Grade 12
Business Data Processing II Grade 12
Office Reprographics II Grade 12
* Office Services III Grade 12
COOPERATIVE OFFICE EDUCATION OPTIONAL
* Special Selection Enrollees

Courses at the eleventh-and twelfth-grade levels are generally double-period offerings carrying two credits. In all occupational preparation programs, students may elect COE, thereby receiving credits for both the related course and the on-the-job training.

The teacher-coordinator may have both "cooperative" and "non-cooperative" students in the same class. Classroom instruction must be organized to meet the needs of both groups.

The Occupational Cluster Concept

As can be seen in the preceeding illustration, business education programs are designed for six occupational clusters. They are:

1. Business Data Processing Systems Occupations
2. Clerical Accounting and Computing Occupations Occupations
3. General Clerical Occupations
4. Office Reprographics Occupations
5. Secretarial, Stenographic, and Related Occupations
6. Typewriting and Related Occupations

When jobs are grouped into clusters which require the same basic competencies, vocational teachers are in a much better position to produce graduates who are flexible and adaptable. For this reason, the development and organization of instruction in your COE program should be based upon the cluster concept.

Suppose that you are a new teacher-coordinator in a Clerk-Typist program. This program is within the Typewriting and Related Occupations cluster. Your responsibility is to provide instruction which will prepare students for entry-level employment and advancement in the occupational cluster.

The cluster concept, which should serve as the basis for instructional planning, can be depicted as follows:

Typewriting and Related Occupations Job Cluster

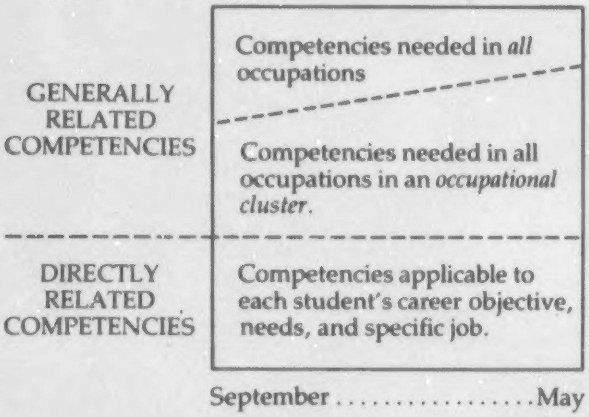
INSTRUCTION→GRADUATE→
- Clerk-Typist
- Data Typist
- Technical Typist
- Typist
- Statistical Typist
- Transcriptionist

(All entry-level jobs which are classified in this cluster)

LEARNING ACTIVITY 2

IDENTIFY COMPETENCY AREAS FOR WHICH YOU SHOULD PROVIDE INSTRUCTION

As shown in the illustration below, all COE students need to develop generally related competencies and directly related competencies.


GENERALLY RELATED COMPETENCIES
Competencies needed in *all* occupations
Competencies needed in all occupations in an *occupational cluster*.
DIRECTLY RELATED COMPETENCIES
Competencies applicable to each student's career objective, needs, and specific job.
September . . . . May

The illustration is designed to convey some important characteristics of cooperative education which must be incorporated into your classroom instructional plan if you are to have a program which is cooperative rather than work-study, work-experience, or released-time.

As shown in the illustration, it is common practice at the beginning of the school year to concentrate upon those generally related competencies needed by all workers. As the year progresses, this emphasis gradually shifts to the development of competencies which are applicable to all occupations in an occupational cluster.

Cooperative education is nonexistent unless instruction is available which develops competencies directly related to each student's specific job. While no definitive guidelines can be given as to the proportion of instructional time that should be devoted to the development of these competencies, some authorities contend that as much as 40 percent of available instructional time should be devoted to this phase of the program.

The broken lines in the illustration are used to convey the idea that instruction in the various competency areas need not be organized as separate entities; rather, the teacher-coordinator should develop an instructional blend. For example, in a Stenography II class, an instructional unit entitled "Secretarial Orientation" may be designed to develp competencies needed by all workers, all stenographers, and a specific student.

Resources to Help You Identify Competency Areas for Which You Should Provide Instruction

A publication which will aid you in the identification of competency areas for which you should provide instruction in your cooperative office education course is

> *Suggested Curriculum Patterns for Office Occupations Education*. Richmond: Business Education Service, Virginia Department of Education, 1973.

Other valuable resources include:

1. The V-TECS catalog of performance objectives, criterion-referenced measures, and performance guides for the occupational cluster in which your course is classified.

V-TECS, an acronym for Vocational-Technical Education Consortium of States, is in the process of producing catalogs of performance objectives, criterion-referenced measures, and performance guides for many office occupations. At the time of this writing, the following catalogs are available from the Business Education Service, Virginia Department of Education:

Secretarial, Stenographic, Typing and Related Occupations
Legal Secretary and Court Reporter
Data Processing Operations
Hospital Ward Clerk
Paying and Receiving Bank Teller
Programmer
Bookkeeping/Accounting/Payroll Clerk

2. Curriculum guides.
3. Textbooks and other published materials.
4. Experienced COE coordinators.
5. *You*. As you gain experience, your knowledge of your students and your community will weigh more and more heavily in the development of your program.

An Example of Competency Areas

After consulting the above resources, you will be able to identify competency areas which will form the basis for organization of instruction. For a twelfth-grade Stenography II course, a teacher-coordinator may conclude that students need competencies in the areas shown in the illustration on the following page. Many of these same competency areas will be necessary in a Clerk-Typist course, Data Processing course, or any other occupational preparation course in which COE students are enrolled.

Note that no directly related competency areas have been identified. Identification of directly related competencies will depend upon each student's career objective, your assessment of prior skills and knowledge and—in the case of cooperative students—an analysis of the training station. Procedures for identifying these competencies are described in the module entitled COMPLETING TRAINING PLANS.

GENERALLY RELATED COMPETENCIES

Competencies in the following areas are needed in *all* jobs.

Human Relations
Job Interview Techniques
Money Management
Personal Development
Work Adjustment

Competencies in the following areas are needed for *all jobs in the stenographic cluster*.

Business Law
Business Principles/Organization
Machine Transcription
Recordkeeping
Secretarial Orientation
Secretarial Procedures/Practices
Shorthand and Transcription
Typewriting

DIRECTLY RELATED COMPETENCIES

Competencies applicable to each student's career objectives, needs, and specific job.

> The competency areas shown in the preceding illustration are merely *suggested*. While it is probable that most of them *should* be included in a Stenography II course, it is not the purpose of this module to *tell* you what you *must teach*.

LEARNING ACTIVITY 3

DEVELOP PERFORMANCE OBJECTIVES FOR EACH COMPETENCY AREA

For each area in which competencies must be developed, you should ask yourself:

> "What must a student be able to do in the area of (Name of Area) to convince me to label that student as "competent"?

Your answer to the above question will result in a list which should be converted to performance objectives. It does not matter what form your objectives take as long as they convey *instructional intent* to students, parents, employers, and administrators. One form which includes the characteristics of a well-written objective is shown below.

Conditions	Given slide-tape presentations of interaction between employers and employees,
Action	Identify
Criteria	All violations of good human relations

Where do you obtain help in identifying performance objectives for each competency area? The same six sources recommended on page 5.3 are good starting points. Most likely, you will have to develop many of your own performance objectives. V-TECS catalogs contain performance objectives which you may be able to use *per se* or which you may have to modify. A *caution* is necessary relative to the use of V-TECS catalogs. The majority of the objectives found in these catalogs are in the psychomotor domain. Many of the competency areas in which you should provide instruction require the development of *cognitive* and *affective* objectives.

When you complete this step, you will have identified the objectives for your course. The results of your efforts may look like this:

Competency Area: HUMAN RELATIONS

Performance Objectives:

1.
2.
3.
4.
5.

Competency Area: JOB INTERVIEW TECHNIQUES

Performance Objectives:

1.
2.
3.
4.
5.

(REPEAT FOR EACH COMPETENCY AREA)

When you develop a list of objectives, you have specified what you want students to be able to do when they leave your course. In other words, *you have identified your final goals*. Your next task is to determine *where to begin*.

LEARNING ACTIVITY 4

IDENTIFY COMPETENCIES ALREADY POSSESSED BY YOUR STUDENTS

Data secured from pretests, personal interviews with each student, analysis of cumulative records, and personal interviews with other teachers should enable you to discover pre-existing competencies, strengths, and weaknesses. Analysis of this data will quickly lead you to the conclusion that insofar as possible, classroom instruction must be *individualized* because every student in your class will have different jobs, goals, and needs, as well as varying degrees of entry-level competence.

You should develop a convenient form, such as the one on page 5.6, to record information about each student. Note that the form not only permits you to identify competencies in which a student is already proficient, but it also permits you to record deficiencies. An analysis of these deficiencies will enable you to discern immediate training needs.

WHERE ARE YOU?

You have now learned procedures to determine	Competencies Needed
You also know how to proceed to find	− Competencies Already Possessed
Which enables you to identify	= Competencies Which Must Be Developed

WHAT NEXT?

You now must organize the teaching-learning environment in a way that maximizes the probability that competencies which are needed by the students will be developed.

DESIGN INSTRUCTION TO BRIDGE THE GAP

LEARNING ACTIVITY 5

SOME THINGS YOU NEED TO KNOW ABOUT COOPERATIVE EDUCATION BEFORE DEVELOPING INSTRUCTIONAL PLANS

Before developing your instructional plan, you should be aware of the characteristics of the learning environment when the cooperative method is involved. You should endeavor to include these characteristics into the plan you develop.

Where Competencies are Developed

The three primary places where COE students develop needed competencies are:

1. the classroom
2. the Future Business Leaders of America (FBLA) Student Organization
3. the job

The classroom. In the classroom, students learn principles, theories, and skills needed for job entry and advancement. It is also the place where deficiencies discovered at the training station are corrected.

FBLA. Many of the competencies needed by COE students can be developed through active participation in FBLA. For example, FBLA is an excellent teaching vehicle for developing competencies in human relations, business principles and organization, money management, and work attitudes. FBLA meetings can be conducted during regular classroom sessions. Performance objectives for each FBLA activity should be specified, and procedures developed to work towards the accomplishment of these objectives.

The job. On the job, the student applies principles and theories learned in the classroom and in FBLA. It is also the place to develop competencies which cannot be developed at school. Further, deficiencies and weaknesses may be discovered while on the job that can be corrected in the classroom or through FBLA.

Teaching Processes Employed

Unlike many other occupational areas, office occupations have subject matter commonalities which are applicable to a wide range of jobs. This characteristic makes group processes, where all learners are engaged in the same activities at the same time, feasible in many basic areas of technical knowledge. The teacher-coordinator must not, however, rely entirely upon group instruction. *Individualized instruction which correlates class work with job experiences, career objectives, and student needs is necessary* if the school is to properly claim that it is offering cooperative education. For cooperative students the correlation of classroom instruction and work experience is usually most effective when the technical information taught in class is being offered prior to or at the time the student needs that information on the job.

Group processes can usually be employed when instructional content is of common concern to all students. Individualized methods should be used when topics concern individual students.

Why Flexibility is Essential

The teacher-coordinator must organize the class in a manner which will give the flexibility needed to

A. *Rearrange instructional sequence.* You place a student on a job where one of the first job duties is to file. Classroom instruction in filing must be scheduled early in the school year for this student.

B. *Add and delete instruction.* A student is already proficient in recordkeeping but needs remedial work in English grammar. This situation will require you to delete recordkeeping and add instruction in grammar.

C. *Vary the length of instruction.* A particular student may need more instruction in work adjustment than another. Another student may need more

STUDENT NEEDS ASSESSMENT

Cooperative Office Education

__________High School

Name ______________________________

Career Objective________________________

OCCUPATIONAL SKILLS RATINGS*

	4	3	2	1
BASIC FUNDAMENTALS English				
Mathematics				
Reading				
TYPEWRITING Straight Copy				
Production Rate				
SHORTHAND Dictation Rate				
Transcription Rate				
OFFICE MACHINES Transcribing				
Adding				
Calculating				
Duplicating				
(Other)				
BOOKKEEPING/RECORDKEEPING				
FILING/RECORDS MANAGEMENT				
OTHERS				
PERSONALITY RATINGS*				
Ability to Follow Instructions				
Accuracy				
Cooperation				
Courtesy				
Dependability				
Initiative				
Loyalty				
Personal Appearance				
Poise				
Punctuality				
Speech				
Tactfulness				
Composite Rating:				

*4-pointscale: 4 Excellent; 3 Good;
2 Average; 1 Poor

CAREER CHOICE

	Yes	No
Student possesses realistic view of type of work involved in chosen career.	____	____
Student possesses minimal basic skills needed to obtain entry-level job in career area.	____	____
Student possesses specific job skills in career area.	____	____

Career Choice ____ is realistic
____ should be redirected toward
____

JOB PLACEMENT

Possible Beginning Job ____________________
____

Possible Training Stations
1. ________________________
2. ________________________
3. ________________________

IMMEDIATE TRAINING NEEDS

1. ________________________
2. ________________________
3. ________________________
4. ________________________
5. ________________________
6. ________________________
7. ________________________

SIGNATURES

____
Coordinator

____
Student

than the normal number of hours to become competent in machine transcription.

D. *Vary the content of instruction*. Consider three students in machine transcription. One works in a legal office, one is in a hospital transcription pool, while the other works for an architectural firm. The content of the instruction in machine transcription should be different for the three students.

How to Achieve Flexibility

Obviously, sole reliance upon group processes will not be satisfactory if the teacher-coordinator is to meet individual needs and correlate classroom instruction with career objectives and on-the-job experiences. Flexibility can be achieved with a combination of group processes and individualized processes. One way to individualize is to develop self-contained instructional modules which can be taken from the teacher-coordinator's files as needed. When they are used, much of the burden of acquiring necessary competencies is upon the student; however, every student is always under the direction and supervision of the teacher-coordinator.

Instructional modules can play an important role in individualized competency-based education. Every teacher-coordinator should be able to develop and use them. While it is not the purpose of this manual to teach you how to develop modules, many excellent resources are available. One such resource is the *V-TECS Participant's Guide for Inservice Training*, which is available through the Business Education Service, Virginia Department of Education.

> Incidentally, the manual you are now studying is another good reference. The modules are intended to be self-contained and meet most of the specifications for properly constructed instructional modules.

Teachers seldom have the time to develop elaborate instructional materials. In most instances it is not necessary to do so, for materials are already commercially available to help you teach almost any competency a student may need to develop. Module development, in almost all situations, need be no more than the arrangement of currently available materials into a form which permits individual study. To illustrate how a module may be organized by using currently available resources, let us suppose that you decide to teach human relations by using an instructional module. You identify five human relations competencies which you believe every student must achieve, and you estimate that it will take the average student ten hours to master these competencies. Your module might consist of five assignment sheets—one for each of the five competencies you believe necessary to develop. Each assignment sheet might use the following format:

> HUMAN RELATIONS
> Assignment No. 1
>
> INTRODUCTION
>
> Tells the student why the assignment is important. Sets the scene. Motivates. Establishes the perceived purpose, or mind set, which is critical in any learning activity.
>
> OBJECTIVE (S)
>
> Specifies the performance which will be required. Must be a performance objective containing conditions (givens), an action, and criteria of successful performance.
>
> | | | |
> |---|---|---|
> | Example: | *Conditions* | Given a slide-tape presentation of interaction between an employer and an employee, |
> | | *Action* | List on Form 1-A |
> | | *Criteria* | Nine out of ten violations of good human relations. |
>
> LEARNING ACTIVITIES
>
> Directs the student to everything needed to learn to perform as specified in the objective(s). References may include textbooks, films, illustrations, class lectures, etc.
>
> PRACTICE ACTIVITIES
>
> Lets the student *apply* what has been learned. Provides opportunity to perform as specified in the objectives and gives feedback which enables the student to evaluate performance.
>
> CRITERION TEST
>
> Students should be directed to ask for the criterion test when they have mastered the assignment and can perform as specified in the objective(s).

An instructional module in the area of human relations can be used to achieve the flexibility needed to correlate classroom instruction with on-the-job activities and individual needs as illustrated on the next page.

Situation Requiring Flexibility	*Solution*
1. Pretests reveal that a student can already meet three of the five competencies.	1. Instruct student to complete assignments for the two remaining competencies.
2. A student is particularly weak in one area of human relations.	2. Add additional learning activities for weak area.
3. A student fails to perform satisfactorily on criterion test.	3. Direct student to restudy material or add additional learning activities before administering the same test or an alternate version.
4. Because of job requirements, a student needs work in an area of human relations not included in the module.	4. Develop additional assignment sheets.
5. Because of job requirements, a student needs work on a paticular competency before it is scheduled.	5. Rearrange sequence.
6. Pretests reveal that a student is already proficient in all competency areas.	6. Direct student to begin work on another competency area.
7. Student needs to develop competencies identified in module, but, because of job requirements, needs instruction in another area first.	7. Substitute instruction in needed area; reschedule human relations module.

LEARNING ACTIVITY 6

DEVELOP YOUR INSTRUCTIONAL PLAN

Now that you have identified the competency areas in which you should provide instruction, you are ready to proceed with the development of an instructional plan. In this lerning activity, you will learn one way a plan is developed. As many plans exist as teacher-coordinators; any plan you develop is a good one if it works for you.

Determine Number of Hours Available for Instruction

Assume that your school is on a six-week's grading cycle and that there are 180 days in the school year. Your class meets two periods each day, Monday through Friday.

180 days × 2 periods/day = 360 periods available for the year

360 periods/year ÷ 6 six weeks = 60 periods available per six weeks

> Many teacher-coordinators plan for less than the total periods available in anticipation of "lost days" for assemblies, special group meetings, etc.

Determine Approximate Number of Hours to Allow for Instruction in Each Competency Area

To get an idea of the number of hours to allow for each unit of instruction, refer to *Suggested Curriculum Patterns for Office Occupations*. The various curriculum patterns shown in this publication are merely *suggested;* you should modify them to meet the needs of your students.

Sequence Instructional Units

The manner in which you sequence instruction deserves careful consideration. Some things you should keep in mind as you determine the order in which you sequence instructional material follow:

1. Correct deficiencies which will affect a student's chances of getting a job as early as possible.
2. Teach skills before or during the time they are needed on the job.
3. Teach as early as possible those skills which will enable a student to get a job if that student should drop out of the class. Give a student skills that can be used early—you never know what may happen.
4. Teach essential things first—add the "nice to know" if you have time.
5. Proceed from the simple to the complex.
6. Teach a student *how* to do a job first. If you have time, teach a student *why*.
7. Teach those things which are most interesting early to motivate students.
8. Teach a student the tasks performed most frequently on the job before teaching less frequently performed tasks.
9. Make certain the student has the opportunity to practice the entire job under conditions which simulate actual job conditions. Intersperse throughout the course integrated exercises where a student has the opportunity to practice

complete job segments. End the course with a simulation requiring total job performance.

A Sample Plan

One month of an instructional plan for a Stenography II class which meets for two periods a day, five days a week is shown below. Note that beginning with the third week the teacher-coordinator reserves one period every Monday, Wednesday, and Friday for individualized, directly-related instruction.

Once developed, your plan must be adjusted for each student in the class to meet individual needs. You may ask, "If the plan must be adjusted for each individual, why go to the trouble of developing it?" To answer your question, it is usually easier to adjust a preconceived sequence than to develop a different one for each student. If your plan is well-conceived, it is likely that the "non-cooperative" students in your class can follow it with only minor adjustments because you will not have the problem of offering instruction for them at the time it is most likely to be needed on the job.

In this module entitled COMPLETING TRAINING PLANS you will learn how to adjust your plans for each individual in your class, thereby creating individualized training plans.

IMPORTANT CONCEPT

Isolate one day—Tuesday, September 16, from the plan.

HUMAN RELATIONS

SHORTHAND

The broken line is used to convey the idea that, whenever possible, learning activities should be *integrated*. For example, to integrate human relations and shorthand skill development activities, the teacher may design learning experiences that require dictation and transcription of materials related to good human relations practices.

DECISION

Can you now meet the objectives?

YES. Proceed to the Criterion Test for this module.

NO. Review the Learning Activities in this module.

INSTRUCTIONAL PLAN

September

8 a.m.	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	ORIENTATION 1	ORIENTATION 2	ORIENTATION 3	ORIENTATION 4	ORIENTATION 5
9 a.m.	SHORTHAND	SHORTHAND	SHORTHAND	SHORTHAND	SHORTHAND
	ORIENTATION 8	ORIENTATION 9	ORIENTATION 10	ORIENTATION 11	ORIENTATION TEST 12
	SHORTHAND	SHORTHAND	SHORTHAND	SHORTHAND	SHORTHAND TEST
	DIRECTLY RELATED INSTRUCTION 15	HUMAN RELATIONS 16	DIRECTLY RELATED INSTRUCTION 17	HUMAN RELATIONS 18	DIRECTLY RELATED INSTRUCTION 19
	SHORTHAND	SHORTHAND	SHORTHAND	SHORTHAND	SHORTHAND
	DIRECTLY RELATED INSTRUCTION 22	HUMAN RELATIONS 23	DIRECTLY RELATED INSTRUCTION 24	HUMAN RELATIONS 25	DIRECTLY RELATED INSTRUCTION 26
	SHORTHAND	SHORTHAND	SHORTHAND TEST	INTEGRATED PROJECT	INTEGRATED PROJECT
	DIRECTLY RELATED INSTRUCTION 29	HUMAN RELATIONS 30			
	SHORTHAND	SHORTHAND			

MODULE 5 CRITERION TEST

Directions

Respond to each item.

PART I—IDENTIFYING THE GAP YOU MUST BRIDGE

1. What is the major advantage to your students when you base the development and organization of instruction in your cooperative office education course upon the occupational cluster concept?
2. What are the major classifications of competency areas for which you should provide instruction?
3. List four resources to which you can refer for aid in identifying competency areas for which you should provide instruction.
4. Assume that you are the teacher-coordinator in a Clerk-Typist II class. For each of the three catergories below, identify two competency areas for which you should provide instruction.
   a. Competencies needed in all occupations
   b. Competencies needed in all occupations in the occupational cluster within which the course falls
   c. Competencies needed by a student who is working in an insurance office which are probably unique for that individual
5. For one of the competency areas listed in Test Item 4, develop a performance objective with conditions, action, and criteria.
6. List four things you can do to determine the competencies possessed by your students before instruction begins.

PART II—DESIGN INSTRUCTION TO BRIDGE THE GAP

7. Name the three primary places used by the teacher-coordinator to develop competencies needed by COE students.
8. Why is it impossible for a teacher-coordinator to rely entirely upon group processes?
9. You are the teacher-coordinator in a Clerk-Typist II class. Joanie Sommers has been placed in a job as a clerk-typist at a local automobile dealership. As briefly as possible, describe a situation where you might have to do each of the following for Joanie:
   a. Rearrange instructional sequence
   b. Add and delete instruction
   c. Vary the length of instruction
   d. Vary the content of instruction
10. What are five things you should keep in mind when determining the sequence of your instruction in the cooperative office education program?
11. Why is it to your advantage to develop an instructional plan for the entire class even though that plan will have to be adjusted for each student in the class?

To evaluated your performance on the Criterion Test, proceed to the Model Answers.

MODULE 5 MODEL ANSWERS

If your responses cover the same *major* points as those shown below, you should judge yourself as having met the objectives.

PART I—IDENTIFYING THE GAP YOU MUST BRIDGE

1. The major advantage to students when instruction is based on the occupational cluster concept is that they will leave your course with the competencies necessary to enable them to assume a great number of entry-level jobs.
2. You should provide instruction in two major competency areas—*generally related competencies* which every student should develop, and *directly related competencies* applicable to individual students' career objectives, needs, and specific jobs.
3. To help you identify competency areas for which you should provide instruction in a class in which COE students are enrolled, the following resources are available:

   Suggested Curriculum Patterns for Office Occupations Education
   V-TECS catalogs
   Curriculum guides
   Textbooks and other published materials
   Experienced cooperative office education coordinators
   You

4. Responses will vary, but you should be able to determine the adequacy of your response by comparing it with the one shown below.
   a. *Competencies needed in all occupations*
      Human Relations
      Job Interview Techniques
      Money Management
      Personal Development
      Work Adjustment
      (LIST IS NOT INTENDED TO BE EXHAUSTIVE)
   b. *Competencies needed in all occupations in the occupational cluster*
      Office Mathematics
      Business Law
      Business Principles and Organization
      Data Typing
      Recordkeeping
      Typewriting
      (LIST IS NOT INTENDED TO BE EXHAUSTIVE)
   c. *Competencies unique to a student working in an insurance office*
      Principles of Insurance
      Insurance Terminology
      Typewriting Insurance Forms
      (LIST IS NOT INTENDED TO BE EXHAUSTIVE)
5. Before developing your performance objectives, you should have considered the following question:

   "What must a student be able to do in the area of (*Name of Area*) to convince me to label that student as competent?"

   For any competency area, there will probably be a number of performance objectives. The one you developed must make up a part of what it means to be competent in the area for which it was written. If your objective meets this requirement, and if it has conditions, action, and a criteria, you should consider yourself as having successfully performed on this test item.
6. In order to identify what students know when they come to your class you can do the following:

   Interview each student
   Interview students' former teachers
   Administer pretests
   Analyze cumulative school records

PART II—DESIGN INSTRUCTION TO BRIDGE THE GAP

7. The three primary places where a cooperative office education student develops needed competencies are the classroom, the FBLA student organization, and the job.
8. The answer to this question is so obvious that including it as a test item is questionable. However, some teacher-coordinators persist in relying to a great extent upon "lock-step" teaching approaches. This question was included to afford one more chance to urge you not to adopt this practice. The answer to the test item is that no two people have the same needs, aspirations, abilities, and jobs.
9. Responses to this item will vary. Use the following to judge the adequacy of your answers.

   Rearrange instructional sequence. Job duties may require that Joanie receive instruction in a competency area prior to the time the instruction is scheduled to be offered at school.

   Add and delete instruction. Joanie proves that she is already competent in some area for which she has been scheduled to receive instruction. Delete instruction in that area and add instruction in an area where a need exists.

   Vary length of instruction. Joanie may progress faster or slower than anticipated. Instruction should be adjusted accordingly.

   Vary the content of instruction. Joanie is a unique individual; content must be designed to meet her needs.
10. If you listed any five of the following, you should consider your response adequate:
    a. Correct deficiencies early.

b. Teach skills before or during the time they are needed on the job.
c. Teach early those skills that will enable the student to obtain a job should that student fail to complete the course.
d. Teach essential things first.
e. Teach the simple things first—then the complex things.
f. Teach the student *how* to do something first—save the why until later.
g. Teach the most interesting things first.
h. Teach tasks performed most frequently on the job before teaching tasks performed least frequently.
i. Make certain the student has an opportunity to practice the entire job.

[illegible] Even though your instructional plan will have to be adjusted for each class member, it is to your advantage to develop the plan for the entire class; it is easier to adjust a preconceived sequence than to develop a different sequence for each student.

DECISION

If your performance on the Criterion Test is evaluated as satisfactory, you have completed this module.

If your performance is not satisfactory, you should do the following to correct deficiencies:

1. Restudy the Learning Activities in this module.
2. Study the Additional Resources.

ADDITIONAL RESOURCES

Mager, Robert F. *Preparing Instructional Objectives*, 2nd ed. Belmont, California: Fearon Publishers, Inc., 1975. Entire book.

Mager, Robert F. *Preparing Instructional Objectives*, 2nd *Vocational Instructional*. Belmont, California: Fearon Publishers, Inc., 1967. Entire book.

Meyer, Warren G., Lucy C. Crawford, and Mary K. Klaurens. *Coordination in Cooperative Vocational Education*. Columbus, OH: Charles E. Merrill Publishing Co., 1975. Chapters 8 and 9.

Mitchell, E. F. *Cooperative Vocational Education*. Boston, MA: Allyn and Bacon, Inc., 1977, Part III.

Stadt, Ronald W. and Bill G. Gooch. *Cooperative Education*. Indianapolis, IN: Bobbs-Merrill Co., Inc., 1977. Chapters 11 and 12.

MODULE 6
FINDING TRAINING STATIONS

RATIONALE

Questions such as the following are of particular concern to the new coordinator:

What constitutes an acceptable training station?
Where and how do I start looking for cooperating businesses?
How do I overcome employer resistance?

The purpose of this module is to provide answers to the above questions.

OBJECTIVES

1. Given six descriptions of possible training stations, determine which are acceptable according to a list of criteria.
2. Describe, in sequential order, six activities which a COE coordinator must complete in order to locate potential training stations.
3. Given five negative attitudes toward the COE concept, develop responses to overcome employer resistance to providing training stations because of these attitudes.

DECISION

If you think you can meet the objectives, you may proceed directly to the Criterion Test.

Complete the Learning Activities if you do not believe you can meet the objectives.

LEARNING ACTIVITIES

The following learning activities should enable you to perform as specified in the objectives.

1. Study "Standards for Acceptable Training Stations," page 6.1.
2. Study "Locating Potential Training Stations," page 6.3.
3. Study "Overcoming Resistance," page 6.5.

LEARNING ACTIVITY 1

STANDARDS FOR ACCEPTABLE TRAINING STATIONS

Critical to locating training stations that will provide relevant experiences for each COE student's career objective is the determination of what constitutes an acceptable training station. One does not search for something without a description of that which is sought. Accordingly, the coordinator should have a set of standards to aid in the identification of acceptable training stations.

In developing standards for acceptable training stations, consideration should be given to five critical areas. A discussion of each of these areas follows.

Willingness of the Business to Cooperate in Training and Teaching

Only those organizations capable and willing to provide occupational training and educational opportunities in keeping with the student's career choices should be selected to participate in the COE program. The company must understand the objectives and goals of the COE program.

You can determine whether this standard is in evidence by the willingness of the organization to develop jointly with the COE coordinator a step-by-step training plan, to assign an experienced worker (called a training sponsor) to supervise the student-learner, and to arrange time to confer periodically with the coordinator. Scheduled conferences between the training sponsor and the coordinator are critical to the success of the program. The coordinator must monitor the implementation of the training plan and evaluate the progress of the student-learner.

Another means of determining whether this standard is being met is to examine the procedures the organization follows in training its full-time personnel. Does it provide systematic training to these employees? Is participation in adult education encouraged? Are personnel involved in developmental skills improvement courses for upward mobility?

Ability of the Organization to Provide Experiences in the Office Occupations Cluster Related to the Student's Career Objectives

The student-learner's job must be one which falls within the office occupations cluster, and it must be related to the student-learner's previously identified career objectives. The training sponsor must express a willingness to provide a variety of learning experiences within the student learner's capabilities.

One stumbling block in choosing an acceptable training station is the new coordinator's desire to find jobs for students as quickly as possible. *Resist the temptation to accept a training station which does not specify the tasks to be performed by the student-learner.* Every effort must be made to select training stations which will provide accounting experiences for accounting students, typewriting experiences for students in that occupational cluster, etc. Since the COE experience lasts an entire year, job experiences must be of sufficient variety and complexity to challenge the student-learner and provide a positive image of the occupation. A bright teenager who is required to file four hours per day, five days a week, is very likely to become disenchanted with the entire office occupations field.

The Organization Must Exemplify High Ethical Standards

Care must be taken to determine whether the organization is one which exemplifies high ethical standards in dealing with customers or clients and employees. The student-learners for whom you are responsible are at an impressionable age, and they are especially prone to imitate adults. They are highly idealistic, and these ideals and values are rigidly structured as to their expectations of adult behavior. They are not likely to accept shaded areas concerning moral judgments—there is only right or wrong, no in between areas. You should not put students in situations where they will be bombarded by instances of poor ethical practices.

The coordinator must insure that student-learners are not exploited. The cooperating organization should pay wages comparable to those paid in the same or similar occupations in the community. To receive school credit, regulations in Virginia require that the student-learner average at least 15 hours per week of on-job training for at least one semester and successfully complete the COE program. A student's on-job and in-school experiences should not exceed 40 hours weekly or 8 hours daily.

The Training Station Must Be Accessible

Unless there is adequate public transportation or the student-learner has private transportation, a training station which is excellent in all other aspects might not be adequate because of the inability of the student to get to the job. Consideration also must be given to the amount of time needed to get from the school to the training station. Use of a school bus could be requested to transport all COE students leaving at midday to a central location from which they might use public transportation. Although car pooling may be used, some parents, fearing legal complications in the event of an accident, frown on the practice.

The Business Must Be in Compliance with All Labor Laws

The training station must comply with local, state, and federal labor regulations related to minors. Information is available from the regional office of the Wage and Hours and Public Contracts Division of the United States Department of Labor and from local and State agencies which, enforce employment regulations. Although the coordinator's function is not to enforce these laws, the coordinator should alert the training station of the existence of such regulations and expect compliance.

Laws regulating wages, the issuance of student-learner certificates, the employment of minors in hazardous occupations, and situations requiring work permits are the primary areas of concern. Secure a copy of *Excerpts of Virginia Labor Laws-Employment Regulations Affecting Minors and Women* from the Department of Labor and Industry, 205 North Fourth Street, P. O. Box 12064, Richmond, Virginia 23241. The minimum wage and overtime standards apply to student-learners who are employed by firms subject to the regulations. Since this law is so complex, the coordinator should suggest to the training sponsor that contact be made with the regional Wage and Hours Division Office in order to ascertain whether the organization is subject to the regulations.

Provisions for paying student-learners less than the established minimum wage exist. The employing organization must obtain approval from the United States Department of Labor to be exempted from paying the minimum wage.

Summary

The following list is a summary of the standards for determining the adequancy of potential training stations:

The training station:

1. Understands and shows an interest in the COE program.
2. Is interested in providing instruction, not merely part-time employment.
3. Is willing to provide a wide variety of learning experiences compatible with individual needs and capabilities.
4. Is willing to confer periodically with the COE coordinator.
5. Is willing to develop jointly with the coordinator a step-by-step training plan.
6. Works closely with the student-learner and the coordinator, offering personal and effective instruction.
7. Makes instructional materials available to the student-learner and the coordinator.
8. Provides employment which meets or relates to the career objective of the student-learner.
9. Employs the student-learner for at least 15 hours per week.
10. Serves as or designates a training sponsor to supervise and direct the student-learner's on-job training.
11. Discusses career possibilities with the student-learner.
12. Provides a physical and moral environment which is safe and beneficial for the student-learner.
13. Establishes a working schedule for the student-learner which is in agreement with local and state program guidelines.
14. Has equipment and facilities which are adequate, reasonably modern, and in good condition.

15. Provides employment for the student-learner that is accessible in terms of location and transportation facilities.
16. Enjoys a good reputation in the community in the areas of social consciousness, ethical conduct, and labor relations.
17. Pays wages comparable to those of similar businesses.

Many coordinators use a checksheet to record their impressions of potential training stations. A sample evaluation checksheet is shown on the following page. Like all forms shown in these modules, it should be adapted for local use.

LEARNING ACTIVITY 2

LOCATING TRAINING STATIONS

After the coordinator knows the kinds of training stations needed, a plan must be devised to search systematically for these stations. It is folly to assume that the business community is waiting with open arms to embrace a program it knows little or nothing about. It is equally defeating to think that a telephone directory and telephone are all that is needed to obtain training stations.

To locate potential training stations, you must:

A. Develop survey instruments
B. Develop promotional materials
C. Develop a list of businesses to be surveyed
D. Survey businesses
E. Analyze results
F. Follow up

Develop Survey Instruments

The cover letter and survey instrument used to determine the need for a COE program can be adapted for use in an existing program. See Module 2, pages 2.4-2.5, for an example of a cover letter and survey form which can easily be adapted for use in your efforts to find potential training stations in an established program.

Develop Promotional Materials

All program service areas with cooperative education offerings in the Virginia Department of Education have available attractive materials to use with organizations that are surveyed. Locally prepared material may be more appealing. The time, effort, and money spent in preparing colorful and attractive promotional materials is returned in useful dividends; such as, pride in the school, positive reminders, and enforcement of sales techniques.

Administrative approval of a news release planned to appear at the appropriate time of the mailing of the survey form should be secured. The news release, of course, will explain the COE program and publicize the impending survey. News editors frown on stale news; therefore, it is important that the release be timed effectively.

Develop a List of Businesses to be Surveyed

Preparation of the all-important list of businesses to be surveyed is the next step. Although the classified section of the telephone directory can be used to compile the list, many better sources are available.

Secure an appointment with the local Chamber of Commerce or a personnel association to introduce yourself and explain the need for the proposed survey. Discuss the survey instrument and assure that the information obtained will be kept strictly confidential. Request a membership list. The list should provide you with names of those persons in authority, those who determine the employment needs, and the training capabilities of companies.

Other firm names, addresses, and contact personnel might be secured from your local Advisory Committee, the Retail Merchants Association, the Virginia Employment Commission, Government Manpower Agency, and Planning District Commission.

Survey Businesses

Plan a daily visitation schedule that will allow you sufficient time to conduct the survey and explain the program. In selecting the businesses to be interviewed on a particular day, group them according to geographical location. Remember that you, the energetic and informative coordinator, will sell the program. Afterwards, the quality of a successful program will sell itself.

Selling any product begins with a thorough knowledge of the product to be sold; selling the COE program is no exception. Your primary purpose for the initial interview is to secure information about employment possibilities; however, an explanation must be made of the COE program to establish the purpose for conducting the survey.

First impressions are critical. A businessperson respects the teacher-coordinator who approaches a task in a businesslike manner. You should pleasantly introduce yourself and state your purpose. A typical opening might be:

> "I hope you have noticed the news release concerning our conducting a survey of businesses in (name of community). Thank you for allowing me a few minutes of your time to secure information which will help us develop additional training stations for our COE program."

Briefly describe the program. If the survey form previously mailed has not been completed or can't be found, supply another and proceed with the questions. Should the form be completed, review portions and, if needed, utilize additional time to explain the program.

The questioning should be in a personal tone to show the school's interest in that particular business. Be sensitive to the businessperson's reactions and supply information as requested, but save your hard-sell techniques for the follow-up interview.

Occasionally, the businessperson will invite you to tour the facility because the company is also trying to

TRAINING STATION EVALUATION CHECKSHEET

Potential Training Organization ____________________

Address ____________________ Phone __________

Date of Interview __________ Person Interviewed ____________________

Job Classifications (Circle appropriate titles)

File Clerk
Receptionist
Mail Clerk
Bookkeeper
Calculator Operator

Receptionist
Stenographer
Keypunch Operator
Typist
Duplicating Machine Operator

Clerk Typist
Secretary
Transcriptionist
General Office Clerk
Other __________

Job Entrance Tests Yes No

Skill Standards Required ____________________

Does the attitude of the employer seem conducive to effective cooperation with the school in the operation of cooperative office education?

Yes No

Are there provisions for a range of on-the-job experiences?

Yes No

Are the equipment and facilities satisfactory?

Yes No

Is the employer willing to work with the teacher-coordinator in developing a training plan for a specific career goal?

Yes No

Does employee morale seem conducive to satisfactory relationships for student-learners?

Yes No

Does the instructional potential of the training organization seem satisfactory?

Yes No

Is the training station satisfactorily located?

Yes No

Will the monetary compensation be adequate?

Yes No

Signed ____________________
Teacher-Coordinator

promote a positive public image; take advantage of the opportunity. Mentally note the kinds of machines being used, the attitudes displayed by the employees, and the flow of work. If the opportunity does not present itself, request a tour for another time.

The coordinator should take the initiative in terminating the interview after a reasonable time (15 to 20 minutes). Don't leave, however, without assuring that you will call for a subsequent appointment to explore the possibilities of the participation of the organization in the COE program.

Analyze Results

To maximize the use of the completed survey, a file should be maintained. Results should be analyzed, interpreted, and summarized as to classifications of organizations, employment needs, and attitudes towards the COE program. Additional information should be recorded after follow-up visits. Because conducting occupational surveys is a continuous process for the teacher-coordinator, an up-to-date file is a constant source of information. A summary of the results also should be made available to the administration, local advisory committee members, and local news media—without using company names, of course.

Follow-up

After the survey results have been studied and a determination made of likely training station prospects, a systematic visitation plan must be formulated so that daily follow-up appointments may be arranged. Advantages of the COE program to be stressed during follow-up appointments are enumerated below.

Students will:

1. be provided supervised training on the job in specific occupational clusters which they have chosen as career objectives.
2. have an opportunity to learn skills under actual working conditions.
3. receive relevant instruction and be able to identify with the world of work.
4. encounter daily situations in an adult environment which will help them make more mature decisions regarding full-time employment.
5. be able to make a gradual transition from school to work.
6. receive compensation for their work, building self-esteem.

The organization:

1. becomes an active participant in the public education of its community.
2. helps to revise curriculum in order to reflect employment requirements.
3. has a chance for a trial acquaintance with students before full-time employment.
4. will be developing future employees over an extended period without creating employee tenure.
5. will receive a student-learner who already possesses some of the skills necessary to be a productive worker.
6. will be relieved of some areas of responsibility since the school retains control of the student-learner.

Summary

The systematic search for adequate training stations must include planning, conducting a community survey, approval and support of school administrators and local advisory councils, and publicity. Further, the actual selling of the cooperative education concept must be accomplished by personal visits to those in authority at prospective employing organizations. Careful interpretation and storage of data must be made for optimum use of the survey results. Finally, successful selling of any product or service depends on an enthusiastic, informative, and intelligent sales person.

LEARNING ACTIVITY 3

OVERCOMING RESISTANCE

The coordinator must be skilled in techniques of effective oral communication. Communication involves the exchange of meaning between individuals through a common system. One communicates in words, of course. But one communicates equally by tone, expression, set of shoulders, proximity to others, turn of head, eye level, etc. The following techniques will be helpful to the coordinator in communicating effectively.

Techniques

Be clear. Employers must see concretely how they will benefit and how they can contribute to a COE program. They must understand what you are presenting but must not be made to feel inferior for not understanding right away. No one likes to be "talked down to." Everyone wants status and recognition as an individual. This may very well be the underlying cause of resistance to providing the kind of training the student needs on the job.

Communication is most nearly complete when trust and confidence are present. Establish at the outset that you are a person who keeps promises, reports facts honestly, and listens sincerely. Convince the employer of your respect and that you want to be of service. Previous employer encounters with high school students in part-time jobs may have built up negative feelings toward schools in general. Your priority in this case would be to restore trust.

Be precise and be brief. Choose words with care and in using them, define key terms. State facts objectively and avoid abstractions. By doing this, you will be assured that the employer and you are talking about the same thing. In any communication, the parties involved bring to the encounter personal feelings which may have no bearing on the discussion. These feelings get between people and often block communication if they seem more important than objective principles and facts. The coordinator must learn to distinguish feelings from facts.

Encourage active participation on the part of the employer. In the interchange of ideas, be very careful to watch for signs of misunderstanding and clear your lines of communication immediately. Until this is done, little use exists in sending out additional words. The questions that the employer will ask usually indicate interest in the program and a desire to ascertain the benefits to be derived for the company. If the employer senses that questions are annoying you, it is likely that the entire conversation will be dismissed as unworthy of consideration.

Establish credibility. Persons who attempt to persuade others are most likely to be believed if they know the facts and are motivated to reveal them. When you are questioned, don't avoid the issue. Supply pertinent facts. Naturally, senders of messages blame others for not receiving them. If your answers are pleasantly and professionally handled, the receiver likely will not read the underlying message of "I've told you once, dummy!"

Another technique of persuasion is the use of humor. If a conversation seems to be slipping into a negative interchange, tasteful humor will restore mutual receptiveness.

Planned Persuasion

The coordinator must appreciate the common basis of misunderstanding in order to take appropriate steps to minimize its effects. Once the basis is determined, the coordinator can find the right appeal to overcome the resistance.

This appeal begins by understanding the employer's basic feelings and recognizing the relative unimportance of your own. Listen; the employer's view of the story is important, too. Let the employer "blow off steam." If you are receptive, chances are the other party will follow suit.

Next, lead the employer's attention to key facts that the two of you can agree on. Allow the employer to share in formulating these mutual agreements.

Finally, refrain from pushing for an immediate positive reaction. Feel your way and work at your own pace. People need time to understand a concept in order to give their best support to it. They may need additional time to accept the program before they will do more than simply go through the motions. What counts, in the final analysis, is not so much what people are told, but what they will accept.

Anticipate Negative Responses

The wise coordinator recognizes the areas in which there possibly may be resistance and plans responses in advance. The areas of resistance faced by most coordinators in selling the cooperative education concept concern wages, adolescent behavior, coordinator's duties, paper work involved, legal aspects, student control, and cooperative program planning. In organizing replies to overcome resistance, the coordinator must remember first to develop areas of common interest and concern. Techniques of persuasion then must be used in supplying information. Finally, the employer should be led toward a positive conclusion.

DECISION

Can you now meet the objectives?

YES. Proceed to the Criterion Test for this module.

NO. Review the Learning Activities in this module.

MODULE 6 CRITERION TEST

Directions

Read the descriptions of six potential training stations. Indicate whether each training station is acceptable or unacceptable and give your reasons for acceptance or rejection.

1. Company B is a modern manufacturing facility employing over 1,500 workers. It enjoys a high public image in the city and wishes to enhance the image further by hiring all of the COE students in the stenography block class. The company is willing to cooperate with the coordinator in providing instruction, supervision, and conference time. The company further agrees to adhere to state and federal laws governing the employment of minors and to provide salary and benefits comparable to that of other employees with similar experience. Last year, the company had two extended layoffs affecting approximately 10 percent of the office staff.

   Accept _________ Reject _________

   Reasons:

2. This business, a small tax accountant's office, consists of the accountant and a secretary. They are in need of someone to help out during peak periods. During slack times, the secretary can handle adequately the office work; therefore, a student will be needed for 8 to 10 hours per week. Although small, this is a prestigious accounting office and mistakes are not allowed. The student's work, therefore, would be limited to answering the phone and running errands. The accountant states that she would be happy to help the school out by providing employment and getting "one more of them" off of the streets. She would even be willing to pay the person $2 per hour.

   Accept _________ Reject _________

   Reasons:

3. A local bank official expresses interest in providing extended on-the-job training in office occupations. The personnel director has surveyed the needs of the bank and will interview applicants for training in clerk-typing positions. Although some adjustments must be made in training plans to incorporate other banking duties, time tables can be set to accomplish student's career objectives. After orientation, students will proceed from simple to complex tasks. Because each student will be supervised by an experienced employee, conferences should be scheduled with these supervisors. Competitive salaries are paid, and a legal staff keeps abreast of all current laws. The bank official is, quite frankly, seeking its future manpower needs.

   Accept _________ Reject _________

   Reasons:

4. Mrs. K, a secretary for Dr. M, is contemplating retirement. Many years ago, Mrs. K was a DE student in high school but later went to a business college to become a medical secretary. She has worked in a hospital, for a team of doctors, and for the past twelve years, for Dr. M. If she could find someone who really wants to become a medical secretary, she'd teach the person "everything she knows." Since Dr. M is at the hospital in the mornings she'd like the student to begin in July in the mornings "to get over the hump" before school starts in the fall. She says that Dr. M is willing to pay whatever is reasonable. Incidentally, Mrs. K is sponsor of a Y-Team group.

   Accept _________ Reject _________

   Reasons:

5. One of the largest and oldest companies in your community needs computer operators. The company is willing to train the operators at minimum wages with progressive increments as skills are maximized. When not operating the machines, the students will be expected to perform various other clerical tasks, i.e., filing, typewriting, handling calls, transferring data. Your school does not offer training in the operation of electronic computers, but you have two clerk-typists students who wish to work in this area and have already talked to the community college counselor concerning post-secondary training.

   Accept ________ Reject ________

   Reasons:

6. A crotchety old gentleman is head of the oldest and probably most successful law firm in the community. His employees are well paid, but there is a high turnover. The younger employees indicate that to work for him is difficult. His language is reputed to be quite colorful, and he yells a great deal. He will train the student himself just as he has trained everyone who works for him. How he does it and what he pays is nobody's business.

   Accept ________ Reject ________

   Reasons:

Directions

Describe in sequential order, six activities which you should complete to locate potential training stations.

1. ________________________
2. ________________________
3. ________________________
4. ________________________
5. ________________________
6. ________________________

Directions

Five negative reactions to your attempt to sell the COE program to employers are given below. Give a response that would overcome these reactions.

A. "Your program sounds interesting and I wish I could participate, but my business isn't large enough to justify paying a kid the same as an adult."

(Give your Response)

B. "That's what's wrong with our educational system now: too many new-fangled things and not enough basic education. Why when I was in school . . ."

(Give your Response)

C. "I have tried to work with youngsters in my business, and they are just not responsible. They are absent a great deal or quit just when I think they've got the hang of the job."

(Give your Response)

D. "I wouldn't mind working with a student, but it seems as if there's a tremendous amount of paper work necessary. I just don't have the time to devote to this additional reporting."

(Give your Response)

E. "You'll have to forgive me for being blunt, but I don't know any other way of putting this. If we're to do the training, what are we paying you for?"

(Give your Response)

To evaluate your performance on the Criterion Test, proceed to the Model Answers.

MODULE 6 MODEL ANSWERS

If your responses cover the same major points as those shown below, you should judge yourself as having met the objectives.

Part I

1. *Accept.* The company enjoys a favorable public image. The fact that it considers the employment of COE students as a means of enhancing this image is evidence of a positive attitude toward your program. The layoffs might be a negative factor. If you find that more layoffs are anticipated, you might consider rejecting the training station. Part-time employees will almost surely be the first to go should there be another layoff.

   Even though the company expresses a willingness to have *all* your students, it is doubtful that all the students in your class could meet career goals in *one* company. Placing too many students in the company presents another danger—if another layoff does materialize, the effects upon your program will be severe.

2. *Reject.* The company does not offer enough hours to enable a student to receive school credit. The work appears to be menial and learning opportunities are not apparent. Most importantly, the accountant does not appear to be a person who has a healthy attitude toward young people.

3. *Accept.* This appears to be an ideal situation. The business appears to understand the objectives of COE. There appears to be attractive possibilities for full-time employment and promotion.

4. *Accept.* Mrs. K appears to be attuned to the needs of adolescents. In many instances small offices provide more opportunities for learning than large ones—and this appears to be one of those instances.

5. *Accept.* Here is an opportunity to give students training that cannot be provided at school. The company does not expect students to know everything—they are willing to train. There are ample opportunities for a variety of experiences.

6. *Reject* There appears to be little likelihood of cooperation between the business and the school. The employer's policies and standards do not appear to be consistent with the ethical standards specified in this module. There is no question as to whether the employer will comply with legal requirements.

Part II

The steps in sequential order, which you should complete to locate potential training stations are:

1. Develop survey instruments—survey form and cover letter
2. Develop promotioal materials
3. Develop list of businesses to be surveyed
4. Survey business
5. Analyze survey data
6. Follow up

Part III

A. Your concern is understandable. Let me describe for you, however, the type of student you will be getting. The student has been screened thoroughly as to purposes, academic progress, health, attendance, and personal characteristics. This student has been pre-trained and possesses skills in typewriting, recordkeeping, filing, use of office machines, and handling the telephone, just to name a few. The student will continue to receive additional training during the school year. Don't you agree that this justifies your paying minimum wages for productive work?

B. Educators are concerned, Mr.__________, with the quality of instruction. We assure you that we are listening to you and are determined to improve our products. The cooperative concept is not as new as you might imagine. Long ago, the only way a person could learn a trade was through apprenticeship under an experienced professional. We are incorporating many of these procedures in our cooperative program. We're asking the experts in the field, such as you, to help us produce a graduate who will enter the economic system as a productive citizen, rather than a tax burden. The student-learner will continue academic training in school at the same time that he or she is being expertly trained on the job. You could very readily alert us to any deficiencies so that these could be remedied before the student enters the full-time work force.

C. Actually you've put your finger on our best selling feature of cooperative education. An agreement between the school, parent, and student mandates that the student will call the coordinator and the employer if he or she will not be in attendance. This dampens an adolescent's tendency to "buck the system" and play "hooky." Also, with a planned program of activities on the job that will proceed from those requiring less responsibility to those which are more complex, the student-learner is not apt to become bored with the job.

D. It's really good of you to consider participation in the COE program. As far as the reports are concerned, our society does seem to be evolving into a number-and report-oriented one. We realize this problem and are requiring only those that we feel are absolutely necessary for monitoring the effectiveness of the student's progress. Most of them require check marks with comments if you feel inclined to make them. I have examples of the ones that we use. (Show and explain evaluation report, training plan, semi-monthly report of hours and earnings). We update and revise these forms periodically. Perhaps after using them a while, you could help us with the next revision.

E. Good question! If I were in your place, I should like to know the very same thing. My job involves all of the routine duties of the classroom teacher with the added responsibility of coordinating the in-class instruction with your company's on-the-job instruction. By keeping in constant contact with you and the student here, I am in a position to schedule instruction in those skills that you anticipate the student will need. This will decrease the number of clock hours needed on the job to make the student productive in a particular task. I am also available to you to help train other beginning employees through the training plans which become yours—at no charge. If there are problems, in attendance for example, I can relieve you of the unpleasantness associated with correcting deficiencies.

DECISION

If your performance on the Criterion Test is evaluated as satisfactory, you have completed this module.

If your performance is not satisfactory, you should do the following to correct deficiencies:

1. Restudy the Learning Activities in this module.
2. Study the Additional Resources.

ADDITIONAL RESOURCES

1. Meyer, Warren G., Lucy C. Crawford and Mary K. Klaurens, *Coordination in Cooperative Vocational Education*. Columbus, Ohio: Merrill Publishing Company, 1975, Ch. 7.
2. *A Guide for Cooperative Vocational Education, University of Minnesota* (contracted by U. S. Office of Education). Minneapolis, Minnesota, September, 1969, Part IV.
3. *Teaching Guide for Cooperative Office Education*, Business Education Service, Division of Vocational Education, State Department of Education, Richmond, Virginia, April, 1970, pages 16-17.
4. Mitchell, E. F., *Cooperative Vocational Education*, Boston: Allyn and Bacon, Inc., 1977, Ch. 3.

MODULE 7
COMPLETING TRAINING PLANS

You will need access to the following publication in order to complete this module:

Training Plans for Cooperative Office Education: A Guide (Richmond, VA: Division of Vocational Education, Virginia Department of Education), August, 1974.

RATIONALE

Two of the major responsibilities of a COE coordinator are to plan and organize instruction for student-learners and to insure that there is close correlation between classroom instruction and on-the-job training. Carrying out these responsibilities effectively hinges on the coordinator's skill in working with student-learners and training sponsors in developing training plans which are comprehensive in terms of meeting individual training needs. Training plans may be very simple or complex, but at a minimum, they should include those tasks or competencies required on the job.

The training plan developmental process is continuous. It begins with activities to identify realistic career objectives and training needs of individual student-learners and continues through the entire training phase of the program. Training plans should be expanded, adjusted, and revised in accordance with the needs of individual students and employers. Training plans can be projected effectively in three-to six week segments; however, coordinators can be flexible in tailoring plans to meet the objectives of their individual programs.

The activities in this module are designed to enable you to develop competencies in preparing effective training plans which will enable student-learners to meet their career goals.

OBJECTIVES

1. Describe what a training plan is and the types of information usually provided on a training plan form.
2. Describe the major reason why training plans should be used.
3. Describe at least two advantages to each of the following individuals when training plans are used: the student, the employer, the coordinator.
4. Describe the major purpose of a "Student Needs Assessment" form.
5. Assuming training plan development begins months before an individual student is placed on a job, identify the types of entries you would make in the "Experiences and Training Needed" column of the training plan.

OBJECTIVES *continued*

6. Describe three activities a coordinator should complete *before* beginning the search for training stations for a student.
7. Describe how model training guides can aid in the development of training plans.
8. Identify three ways the coordinator can obtain the feedback needed to adjust training plans and to project plans for future evaluation periods.
9. Given an unarranged list of the entries which should be included in a flowchart of Training Plan Development, enter them in the proper sections of a flowchart form which will be furnished. For succesful performance, 100 percent accuracy is required.
10. Given a summary of information from a student needs assessment, a coordinator-employer job analysis, a student job analysis, and a training agreement, project a training plan for the first grading period for a student identified in a case problem. The plan must meet all criteria specified on a "Coordinator's Checklist for Training Plan Evaluation." (See page 7.18 for a copy of the Checklist).
11. Describe at least two ways the student-learner, the training sponsor, and the coordinator can use the training plan.

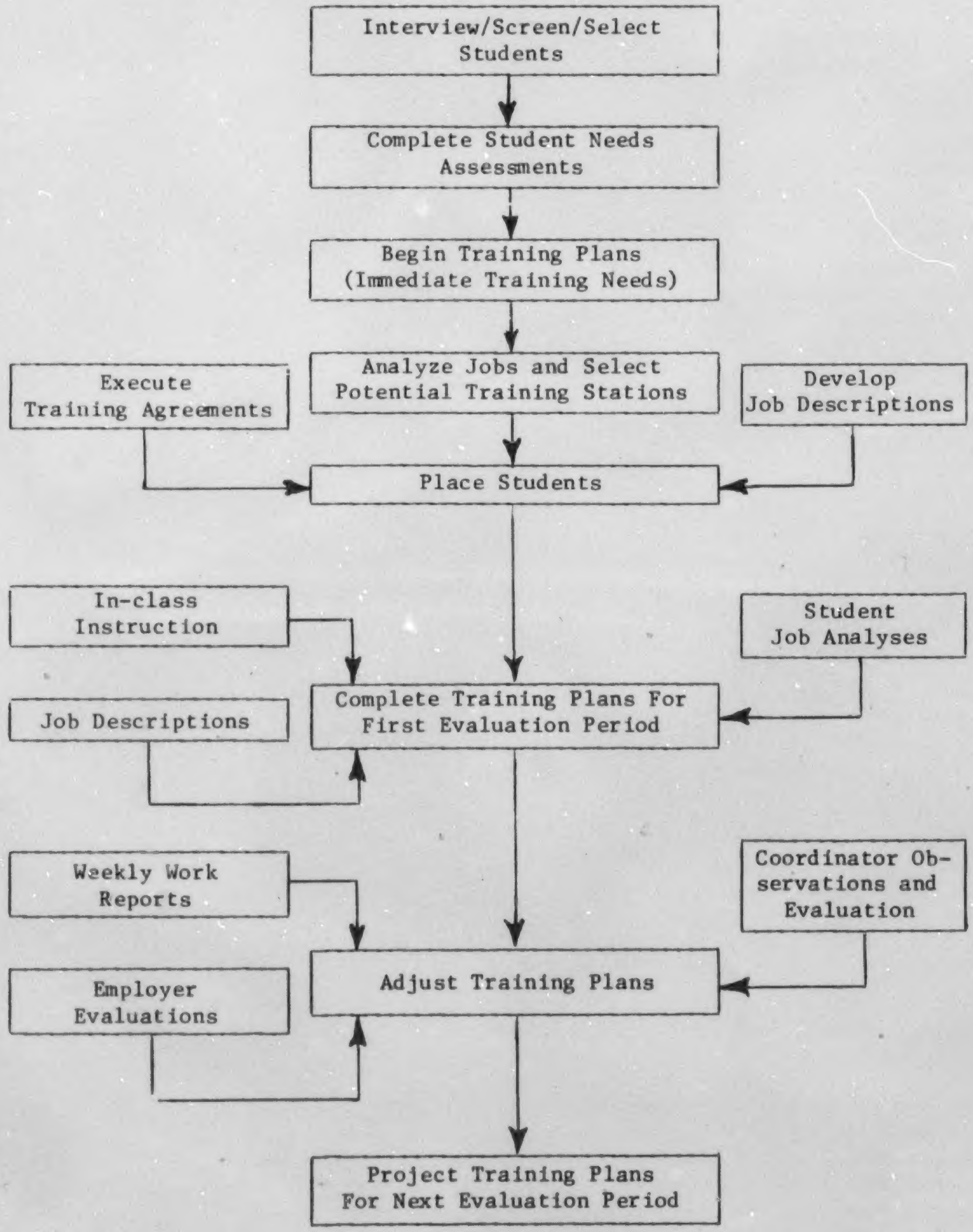
NOTE: The criteria for successful performance is specified in Objectives 9 and 10. For all other objectives successful performance will be responses which are in agreement with those given in the learning activities in this module.

DECISION

If you think you can meet the objectives, you may proceed directly to the Criterion Test.

Complete the Learning Activities if you do not believe you can meet the objectives.

FLOWCHART FOR TRAINING PLAN DEVELOPMENT


Interview/Screen/Select Students
Complete Student Needs Assessments
Begin Training Plans (Immediate Training Needs)
Execute Training Agreements
Analyze Jobs and Select Potential Training Stations
Develop Job Descriptions
Place Students
In-class Instruction
Student Job Analyses
Job Descriptions
Complete Training Plans For First Evaluation Period
Weekly Work Reports
Coordinator Observations and Evaluation
Employer Evaluations
Adjust Training Plans
Project Training Plans For Next Evaluation Period

LEARNING ACTIVITIES

The following learning activities should enable you to perform as specified in the objectives:

1. Study "The What and Why of Training Plans," page 7.3 to meet Objectives 1-3.
2. "Developing an Individualized Training Plan," page 7.3 is designed to enable you to perform as specified in Objectives 4 - 10.
3. Study "Using Training Plans," page 7.19 to meet Objective 11.

LEARNING ACTIVITY 1

THE WHAT AND WHY OF TRAINING PLANS

As you will see, training plan development is a major undertaking. When a major portion of your time is given to an undertaking, you must be convinced of its value. Therefore, in the beginning, you need to know what a training plan is, why it should be used, and the advantages to the student, the employer, and the coordinator when a training plan is used.

To enable you to meet Objectives 1-3 read pages 1 through 3 and study the training plan on pages 29 through 35 in *Training Plans for Cooperative Office Education: A Guide*. Do this now, and then return to the narrative below the line.

When you believe you can meet Objectives 1-3, proceed to Learning Activity 2.

LEARNING ACTIVITY 2

DEVELOPING AN INDIVIDUALIZED TRAINING PLAN

In this activity you will "look over the shoulder" of Martha McKenzie, a COE coordinator at Kingswood Senior High School, as she develops a training plan for one of her students.

A flowchart of the tasks Mrs. McKenzie will complete can help you understand how to develop a training plan. The flowchart on page 7.2 provides an overview of training plan development. Don't worry if you cannot understand all of the steps. All you will need at this point is some idea of where you are going. Each step in the developmental process will be explained fully.

Turn to the flowchart now. After analyzing it, continue with the narrative below the line.

As you can see, training plan development is a major undertaking. You have a right to ask, "Are training plans really necessary?" The answer is a resounding "Yes"! Every coordinator should develop and use training plans in order to have a program which is truly "cooperative."

Now, an explanation of the step by step procedure followed in the development of a training plan follows.

Walking Through the Flowchart

Interview/Screen/Select Students

↓

Students should be selected for the program by using procedures described in the "Student Selection" module. For the purpose of this illustration, assume that Jane Stephens applies for admission to COE in March as she nears completion of her junior year in high school.

So that you can get an idea of how training plan development can begin *months before* a student is actually placed on a job, we will assume the following concerning student, Jane Stephens:

March - Applies for and is accepted in COE.
September 2 - Class begins.
October 12 - Jane placed on job.

Jane's application for admission to COE revealed that her career objective was to be a private secretary in an insurance firm. Because this objective falls in the cluster of occupations for which training is provided in Mrs. McKenzie's Stenography II occupational preparation program, the application was sent to her for consideration.

A careful analysis of Jane's application, a study of her cumulative school record, an evaluation of recommendations from other teachers, and information and impressions obtained during a personal interview indicated that she met all criteria for acceptance into the cooperative program. Mrs. McKenzie notified Jane of her acceptance as a cooperative student in the stenographic class which was to begin in September.

Complete Student Needs Assessments

↓

After selecting Jane for enrollment in the COE phase of the Stenography II program, Mrs. McKenzie completed a "Student Needs Assessment" form to develop a profile of Jane's current level of achievement, her strengths, weaknesses, and needs. The completed form is shown on page 7.5.

If a form is mentioned for the first time in this module, a copy suitable for reproduction is enclosed in the Appendix. If a form was previously introduced in another module, refer to that module to obtain a copy suitable for reproduction.

Using data obtained from Jane's cumulative record, from her teachers, and from a personal interview, Mrs. McKenzie rated her current occupational skills and personality traits. Mrs. McKenzie then made a judgment about whether Jane's chosen career objective was realistic and whether she had the basic skills needed to obtain an entry-level position in that career area.

Mrs. McKenzie identified Clerk-Stenographer Trainee as an entry-level job which she believed to be a first step on the career ladder leading to Jane's career objective as a private secretary in an insurance office.

An analysis of the profile of Jane as it emerged on the "Student Needs Assessment" form enabled Mrs. McKenzie to list what she perceived to be immediate training needs—those things which needed attention early in Jane's training when she entered the COE program in September. Jane will need immediate help on increasing her shorthand dictation and transcription speed. She also needs to increase her production typewriting speed. Further, she will need help on increasing her knowledge of insurance terminology. She also will need some work to improve her poise.

After completing the "Student Needs Assessment" form, Mrs. McKenzie asked Jane to review it with her. Jane agreed that the assessment was realistic and fair. Both signed it, after which it was placed in Jane's folder.

You should now be able to meet Objective 4.

Begin Training Plans (Immediate Training Needs)

Even though it was March and Jane would not enter the COE Program until the following September, Mrs. McKenzie was able to begin development of a training plan. From the "Student Needs Assessment" form she knew that Jane had certain immediate training needs. From her own prior experience, Mrs. McKenzie knew that most cooperative students need training in human relations, office etiquette, and job interview techniques early in the school year.

In late March—months before Mrs. McKenzie was to find a job for Jane—Mrs. McKenzie sequenced and listed on a training plan form those training areas to which Jane needed to devote immediate attention regardless of the training station in which she would eventually be placed. The training plan then was filed for completion after a suitable job was found for Jane.

Jane's training plan is shown on page 7.6. It should be noted that job orientation is routinely included on plans for all students; this is an essential initial unit for student-learners in a cooperative program.

You should now be able to meet Objective 5 of this module.

Analyze Jobs and Select Potential Training Stations

The procedures for analyzing jobs and selecting potential training stations are described in the "Finding Training Stations" module. If you believe you need to, review this module.

Notice the *systematic* way in which Mrs. McKenzie searches for a training station that will meet the needs of Jane as you rad the following paragraphs.

In early April, Mrs. McKenzie began the search for training stations for next September's cooperative students. Her first step was to determine if placement with a current employer might be suitable for Jane. In reviewing the files of current COE employers, she found that one large insurance firm had been providing a training station for three successive years. However, the type of work available did not include any stenographic duties and Mrs. McKenzie had been unsuccessful in her attempts to get the firm to provide experiences in this area.

Mrs. McKenzie's next step was to search the files to determine if she had made a placement in other insurance firms in prior years. This step failed to turn up any promising leads.

She then checked the results of the yearly survey of community job opportunities conducted by the faculty of the business department. She wanted to find if last year's survey revealed any insurance firms in the community which might be interested in the cooperative program. This step enabled her to identify two insurance firms which indicated some interest in the program.

She then asked the Business Advisory Committee for suggestions. They were able to suggest one additional insurance firm which might be interested in providing a training station.

Information Mrs. McKenzie was able to obtain about the three firms led her to believe that the Colonial Life and Health Insurance Company, owned by Mr. William Roberts, offered the most promise for the wide variety of learning experiences she was seeking for Jane.

To insure that you can meet Objective 6, refer to *Training Plans for Cooperative Office Education: A Guide* pages 6, 7, and 8. Read to the section entitled "Find and Develop Training Stations." Refer to the guide now, and then return to the narrative below the line.

You should now be able to meet Objective 6 of this module.

STUDENT NEEDS ASSESSMENT

Cooperative Office Education
Kingswood Sr. High School

Name Jane Stephens

Career Objective Private Secretary Insurance

OCCUPATIONAL SKILLS RATINGS*

	4	3	2	1
BASIC FUNDAMENTALS				
English		X		
Mathematics			X	
Reading		X		
TYPEWRITING				
Straight Copy 40-45 wam		X		
Production Rate			X	
SHORTHAND				
Dictation Rate 80 wam		X		
Transcription Rate 12 wam				X
OFFICE MACHINES				
Transcribing no training				X
Adding		X		
Calculating no training				X
Duplicating		X		
(Other) mag-card typewriter			X	
BOOKKEEPING/RECORDKEEPING		X		
FILING/RECORDS MANAGEMENT		X		
OTHERS key punch machine			X	

PERSONALITY RATINGS*

	4	3	2	1
Ability to Follow Instructions	X			
Accuracy			X	
Cooperation	X			
Courtesy	X			
Dependability	X			
Initiative	X			
Loyalty	X			
Personal Appearance	X			
Poise				X
Punctuality	X			
Speech		X		
Tactfulness		X		
Composite Rating:		X		

*4-pointscale: 4 Excellent; 3 Good; 2 Average; 1 Poor

CAREER CHOICE

	Yes	No
Student possesses realistic view of type of work involved in chosen career.	X	
Student possesses minimal basic skills needed to obtain entry-level job in career area.	X	
Student possesses specific job skills in career area.	X	

Career Choice X is realistic
___ should be redirected toward ________

JOB PLACEMENT

Possible Beginning Job Clerk-Stenographer insurance office

Possible Training Stations
1.
2.
3.

IMMEDIATE TRAINING NEEDS

1. Production Typewriting (Emphasise
2. Shorthand Transcription) Insurance
3. Insurance Terminology
4. Poise
5.
6.
7.

SIGNATURES

Mrs. Martha McKenzie
Coordinator

Jane Stephens
Student

INDIVIDUALIZED TRAINING PLAN

Name Jane Stephens

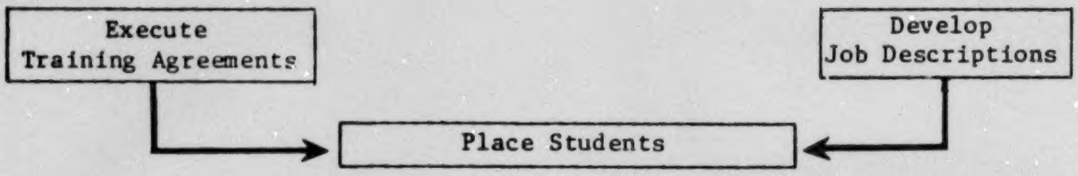
Job Title

Firm

Training Sponsor

Student's Career Objective Private Secretary - Insurance

EXPERIENCES AND TRAINING NEEDED	ON JOB	IN CLASS	ON - JOB EVALUATION	INDIVIDUAL RELATED INSTRUCTION
ALL YEAR				
1. Production Typewriting		X		
2. Shorthand/Transcription		X		
IMMEDIATE TRAINING NEEDS (September)				
1. Job Orientation Unit		X		
2. Human Relations Unit		X		



Mrs. McKenzie obtained an appointment with Mr. Roberts, owner of the Colonial Life and Health Insurance Company. Mr. Roberts told Mrs. McKenzie that he might be able to use someone to help with the filing since it was piling up and becoming a real problem. Mrs. McKenzie responded that several of her students already had enough training to be of immediate help with this problem. She then said that while she understood Mr. Robert's desire to put a student to work on his most pressing problem, she was anxious to develop a training situation where, over the course of a year, the student-learner would receive a variety of experiences, including the opportunity to use stenographic skills. She asked Mr. Roberts if it might not be possible to let a student-learner begin by concentrating on the filing and then move on to other experiences.

Mr. Roberts responded that the office supervisor had reminded him constantly that additional help was needed, and that if a student could help them out with their most critical problem—the filing—he would then rotate the student into other jobs in the office.

Mrs. McKenzie then requested that she be allowed to talk with the person who would supervise the student to get a clear picture of the nature of the work. She advised him that she would then return to school, review the abilities, interests, and needs of available students, and send for interviews those students who might be able to profit most from the types of experiences available at the firm.

Mr. Roberts agreed and introduced Mrs. McKenzie to Mrs. Susan Ledwell, the Office Supervisor. Mrs. Ledwell gave Mrs. McKenzie a tour of the office and explained the job duties the student-learner would be required to perform. She indicated that once the filing logjam was cleared up, the student could be moved to other activities including preparing correspondence and taking dictation from five insurance agents.

Mrs. McKenzie returned to school with a good idea of the nature of the work at the potential training station. She now had to decide which of her students had abilities and interests compatible with the experiences available at Colonial Life and Health Insurance Company. Although she had initially tried to find a training station for Jane, she concluded that two other students also had career objectives compatible with the experiences available at the Colonial Life and Health Insurance Company.

Appointments were arranged and Mr. Roberts interviewed the three students. After carefully considering the three students, Mr. Roberts informed Mrs. McKenzie that he would be pleased to have Jane Stephens as a student-learner.

Mrs. McKenzie made an appointment with Mr. Roberts to discuss Jane's training agreement. During this appointment, Mrs. McKenzie discussed wage and hour regulations for hiring minors and reached an agreement with Mr. Roberts concerning Jane's work hours, rate of pay, and length of training period. She also discussed with Mr. Roberts the types of training experiences that would be available to Jane if she progressed on the job as anticipated. Mrs. McKenzie prepared a *training agreement* as shown on page 7.8. Before obtaining the signatures of Jane, Jane's parents, and Mr. Roberts, Mrs. McKenzie reviewed the responsibilities identified on the form with each person to insure that they all understood and agreed to the training expectations. After all signatures had been obtained, she filed the completed form in Jane's permanent folder.

The sample training agreement on page 7.8 is one type of form a coordinator might use. At this point, also review the sample training agreement on pages 80 to 82 in *Training Plans for Cooperative Office Education: A Guide.*

It is important to note that both forms specify the following relating to training plans:

1. The *student-learner* agrees to furnish the teacher-coordinator with necessary information about the training plan and to complete promptly all necessary reports. The student-learner also agrees to consult the teacher-coordinator about any difficulties arising at the training station or related to the training plan.
2. The *training sponsor* agrees to cooperate in the development of a training plan and to follow the plan until mutual agreement to change it exists.
3. The *teacher-coordinator* agrees to assume responsibility for the initiation and development of a training plan and to insure that it is followed until mutual agreement to change it exists.

After completing the training agreement, Mrs. McKenzie made an appointment with the Office Manager, Mrs. Susan Ledwell, for the purpose of analyzing the job in detail.

During the interview the first major job task discussed was filing as this had been identified as the firm's most pressing need. Mrs. Ledwell explained that the firm used both alphabetic and numeric filing procedures. The student-learner would be expected to file materials as well as search for and retrieve materials when needed. She would be expected to refile

TRAINING AGREEMENT

Kingswood Senior High School and

Colonial Life and Health Ins. Co. agree to cooperate
Firm

in training Jane Stephens whose
Student

career objective is Private Secretary - Insurance Firm.

Trainee's Job Title Clerk-Stenographer Trainee

Beginning Date 10-12-77 Completion 5-31-78

Hourly Rate of Pay $2.30 Hours Per Week 15

Job Supervisor Mrs. Susan Ledwell

Participants will assume the following responsibilities:

1. Trainee will abide by regulations and polices of employer and school.
2. The training sponsor agrees to assist in the development of a training plan.
3. Trainee will furnish the coordinator with necessary information about the training plan and promptly complete all necessary reports.
4. The coordinator will provide in-school related instruction, consultation, and advisory service.
5. All Federal and State regulations regarding employment, child labor laws, minimum wages, and other applicable regulations will be followed.
6. Employer will provide time for consultation concerning the student-learner's progress and any difficulties encountered.

The following On-The-Job Activities will be provided:

DAILY ACTIVITIES

SUMMER

FIRST SEMESTER

Filing (Alphabetic and Numeric)

Typewriting

Handling Telephone Inquiries

SECOND SEMESTER

Receptionist Duties

Machine Transcription and Direct Dictation (Correspondence from five agents and manager, Mr. Rogers)

By Student Jane Stephens DATE 10-2-77

Employer William Roberts DATE 10-5-77

Parent Paul D. Stephens DATE 10-2-77

Coordinator Martha McKenzie DATE 10-5-77 materials in active, expired, or cancelled file cabinets and maintain tickler files for billing purposes. Mrs. Ledwell estimated that it would take the student approximately three weeks to catch up on the filing backlog.

In addition to filing tasks, Mrs. Ledwell indicated that if Jane progressed as expected she would also have an opportunity to perform other office tasks including:

1. Typewriting
2. Machine Transcription
3. Direct dictation from five agents and Mr. Roberts, Manager

At this point, Mrs. McKenzie asked Mrs. Ledwell to review with her a model training guide for a stenographer as an aid in identifying other duties and responsibilities Jane might be given an opportunity to perform. In reviewing the model plan, Mrs. Ledwell indicated that Jane certainly could be given some responsibilities in handling the telephone as well as receptionist activities.

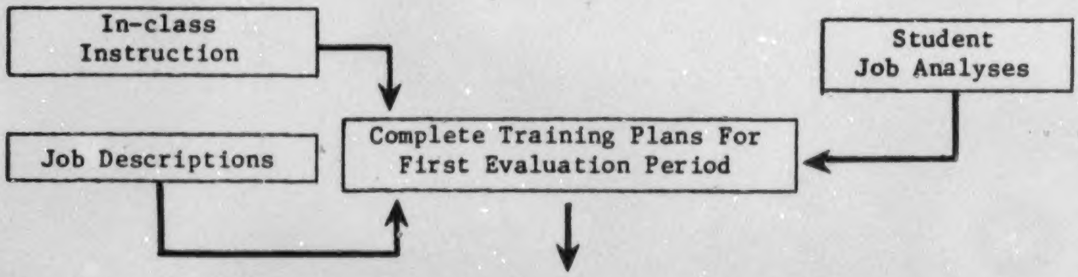
Before continuing, review the use of model training guides in *Training Plans for Cooperative Office Education: A Guide*. Study pages 4 and 5, and then examine the 15 model training guides on pages 44 through 78. When you are comfortable with this information, return to the narrative below the line.

You should now be able to meet Objective 7 of this module.

Mrs. McKenzie determined that she had secured sufficient information to complete the *job analysis* for this training station. She then explained to Mrs. Ledwell that she would be using this information to develop an *individualized training plan* for Jane. Mrs. Ledwell indicated that Mr. Roberts had told her about the training plan and she would be most happy to cooperate in any way possible. Mrs. McKenzie reviewed a sample plan with Mrs. Ledwell. She explained that the job supervisor's role would be primarily that of consultant and evaluator. Mrs. McKenzie explained the benefits to the student and the employer of using a training plan. She stressed that it was not intended to be a contract and that it could be modified, revised, and expanded as training proceeded. After answering all of Mrs. Ledwell's questions, Mrs. McKenzie returned to school to review the information she had obtained and to complete the job analysis.

The completed coordinator-employer job analysis based on this interview is shown on page 7.11.

A sample training plan you can show the training sponsor can be found in *Training Plans for Cooperative Office Education: A Guide*. The student's copy appears on pages 22-28, the training sponsor's copy on pages 29-35, and the coordinator's copy on pages 36-42.



Prior to beginning her job at Colonial Life and Health Insurance Company, Jane was given a blank student job analysis form by Mrs. McKenzie. She reviewed the form with Jane to give her an idea of the types of responses required and asked Jane to complete this form and return it after two weeks on the job.

Jane's completed job analysis is shown on pages 7.13 and 7.14. Mrs. McKenzie was now able to complete Jane's training plan. After reviewing the training station job description, and the training agreement Mrs. McKenzie determined that prior to Jane's starting to work, she would need to complete an indexing and filing unit and an indexing and filing integrated project. This needed instruction was planned for early in September so that Jane would be prepared for her on-the-job filing activities when she started to work on October 12. Mrs. McKenzie listed these in-class activities and the on-job experiences that had been described by Mrs. Ledwell on Jane's training plan. Mrs. McKenzie decided not to project Jane's training plan beyond the three-week period in which Jane would be attempting to reduce the filing backlog. Before making further projections, Mrs. McKenzie planned to do the following:

1. Visit the training sponsor to find out how Jane was progressing on the filing activities.
2. Review Jane's Student Job Analysis with her and discuss any difficulties she might be having in adjusting to her new position.
3. Discuss with the training sponsor new activities that Jane might be able to add to her plan for the next three to six weeks.

The completed plan for Jane's first three weeks on the job is shown on pages 7.15-7.17.

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COORDINATOR-EMPLOYER JOB ANALYSIS

Job Title Clerk Stenographer Trainee

Analyst Martha McKenzie

DOT Title and Code Stenographer
14.0703

Date Begun 8/21/77

Date Completed 9/10/77

Occupational Cluster Stenographic

Firm Name and Address Colonial Life and Health Insurance Company
1402 East Main Street
Anywhere, Virginia

Type of Business Insurance

Trainee's Beginning Date 10/12/77

Completion Date 5/31/78

Hourly Rate of Pay $2.30

Hours Per Week 15

Promotional Possibilities Clerk Stenographer to Secretary

Description of Working Conditions Excellent working conditions - modern facilities and equipment

Requirements for Job:

Personal Qualifications Neat appearance; pleasant personality; show initiative and willingness to learn

Special Qualifications Typing Speed: 45-55 wpm; Shorthand Speed: 80-100 wpm

JOB DESCRIPTION

Training Sponsor Mrs. Susan Ledwell

Shorthand Duties: Records and transcribes dictation for a variety of material (e.g., correspondence, technical papers, memoranda) given by five agents and Mr. William Roberts, owner. Vocabulary is highly specialized insurance terminology and phraseology. Notes should be taken without interrupting the speaker and transcribed into final form with responsibility for correct punctuation, grammar, capitalization, spelling, format and arrangement and spacing of material. Assembles supplemental or backup material from files for attachment to the end product.

Machine Transcription Duties: Transcribes on an IBM Executary material recorded by Mr. Roberts and five agents. Recordings are sometimes made in the field and contain background interruptions, noises, etc.

Telephone Duties: Answers telephone inquiries relative to the activities of the office. Can supply information required from own knowledge of office activities or can locate in office files or records. Places long distance calls (WATS) to branch offices to make inquiries about private and commercial policyholders. Answers long distance calls from branch offices and furnishes information about private and commercial policyholders. Takes applications for insurance over the telephone. Screens telephone calls and makes appropriate referrals to other persons in the office.

Filing Duties: Maintains office files according to established file systems (alphabetic and numeric). Searches for and withdraws material when needed. Refiles materials in active, expired, or cancelled file cabinets. Maintains tickler files for billing.

Typewriting Duties: Composes correspondence of a routine and technical nature based upon oral instructions, brief notes, or information which is readily available in the files and records of the office. Adapts model letters in answering inquiries where judgement is required in selecting the proper letter or paragraph.

Types a variety of material from rough draft or handwritten copy with responsibility for format, spelling, punctuation, arrangement and spacing of material. Refers to style manual, technical or nontechnical dictionaries. Among those materials typed are insurance proposals for commercial customers, endorsements for change in insurance, claims, applications for prospective policyholders, invoices to customers, memos and letters to branch offices and customers, policyholders' identification cards, and name labels for files.

Proofreads, corrects, and evaluates quality of all work before submitting to office manager for approval.

Cleans and maintains Royal electric typewriter—includes changing of carbon and fabric ribbons.

JOB ANALYS!S

My Name Jane Stephens Job Title Clerk-Stenographer Trainee
Name of Firm Colonial Life and Health Insurance Company
Address of Firm 1402 East Main Street, Anywhere, Virginia
Immediate Supervisor Mrs. Susan Ledwell Title Office Manager
Section or Department in Which I Work 229-3130 NA

Description of procedure which I must follow when I check in for work:

I am expected to report directly to my job supervisor when I check in for work.

WORK SCHEDULE

Day	Time In	Time Out	Total Hours
Monday	1:00	4:00	3
Tuesday	1:00	4:00	3
Wednesday	1:00	4:00	3
Thursday	1:00	4:00	3
Friday	1:00	4:00	3
Saturday			
		Total Hours for Week	15

MAJOR JOB DUTIES

	List of Duties	Estimated Days Needed To Attain Skill
1.	Taking care of the filing backlog: (Both Alphabetic and Numeric)	
2.	a. Read, code, and sort materials to be filed.	
3.	b. File incoming and outgoing correspondence,	
4.	invoices, receipts, and billing statements.	
5.	c. Retrieve and refile materials	
6.	d. Maintain tickler files for billing	
7.	e. Prepare new folders when necessary	
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		

EQUIPMENT USED	My skill is (Check One)		
	Good	Fair	Poor
1. Office Copier Xerox Model 3400	X		
2.			
3.			
4. WILL USE IN THE FUTURE:			
5. Typewriter Royal	X		
6. Transcriber IBM Model Executary			X
7.			
8.			

FORMS, RECORDS, REPORTS USED

(EXAMPLES: Letters, Memos, Invoices, etc.)	My skill is (Check One)		
	Good	Fair	Poor
1. File labels	X		
2. Policyholders' identification cards	X		
3. Telephone Report of Call Forms	X		
4. WILL USE IN FUTURE:			
5. Model form letters to answer inquires	X		
6. Insurance proposals for commercial customers			X
7. Endorsements for change in insurance			X
8. Insurance application forms			X

NOTE: No Training to date with insurance forms.

RULES AND REGULATIONS

State your employer's rules concerning each of the following:

1. Absence from work. ANTICIPATED absences should be cleared with office manager one week in advance; unanticipated absences reported by 8:30 a.m.
2. Tardiness. Pay will be docked after 15 minutes. Employee should call if tardiness of more than 15 minutes is anticipated.
3. Leaving work early. Permitted if necessary—should not become excessive. Must be cleared with office manager.
4. Dress. Dresses and pant suits are considered appropriate office attire.
5. Personal use of telephone. Permitted unless it becomes excessive.
6. Smoking. Smoking is permitted only in specified areas.

Description of all safety regulations required by my employer:

NONE STATED

My Training Sponsor's Signature ______________________

INDIVIDUALIZED TRAINING PLAN

Copy: Coordinator

Name Jane Stephens

Job Title Clerk-Stenographer Trainee

Firm Colonial Life and Health Insurance Company

Training Sponsor Mrs. Susan Ledwell

Student's Career Objective Private Secretary - Insurance

EXPERIENCES AND TRAINING NEEDED	ON JOB	IN CLASS	ON-JOB EVALUATION	INDIVIDUAL RELATED INSTRUCTION
ALL YEAR				
1. Production Typewriting	X			
2. Shorthand/Transcription	X			
IMMEDIATE TRAINING NEEDS (September)				
1. Job Orientation Unit	X			
2. Human Relations Unit	X			

7.15

EXPERIENCES AND TRAINING NEEDED	ON JOB	IN CLASS	ON-JOB EVALUATION	INDIVIDUAL RELATED INSTRUCTION
SEPTEMBER 15 - OCTOBER 12				
1. Indexing and Filing Unit		X		
2. Indexing and Filing Integrated Project		X		
PROJECTED ON-THE-JOB ACTIVITIES FOR THE FIRST THREE WEEKS:				
Begin on-job filing activities				
1. Receives explanation of structure and use of filing systems in office.				
2. Reads, codes, and sorts materials to be filed.				
3. Files copies of incoming and outgoing correspondence, invoices, receipts, and billing statements.				
4. Retrieves files for insurance agents when action is to be taken on customer's policies.				
5. Refiles folders in active, expired, or cancelled file cabinets.				

7.16

EXPERIENCES AND TRAINING NEEDED	ON JOB	IN CLASS	ON-JOB EVALUATION	INDIVIDUAL RELATED INSTRUCTION
6. Maintains tickler files for billing. 7. Prepares new file folders when directed to do so. 8. Maintains records of materials removed from files.				

COORDINATOR'S CHECKLIST FOR TRAINING PLAN EVALUATION

Yes No

____ ____ 1. The plan is designed to meet the occupational goals of the student-learner.

____ ____ 2. Both immediate and long-range goals of the student-learner have been considered.

____ ____ 3. The plan adequately describes the types of experiences available to the student-learner at this training station.

____ ____ 4. The activities have been planned and sequenced by considering the strengths and weaknesses of the student-learner.

____ ____ 5. The complete range of activities the student will need to meet occupational goals have been discussed with the training sponsor. The training sponsor has been encouraged to include as many of these experiences as possible in the student's training.

____ ____ 6. Identified gaps in training required to meet the students' job objective have been built into the activities planned for in-class instruction.

____ ____ 7. Plans for in-class instruction include experiences *directly* related to the student-learner's on-job experiences.

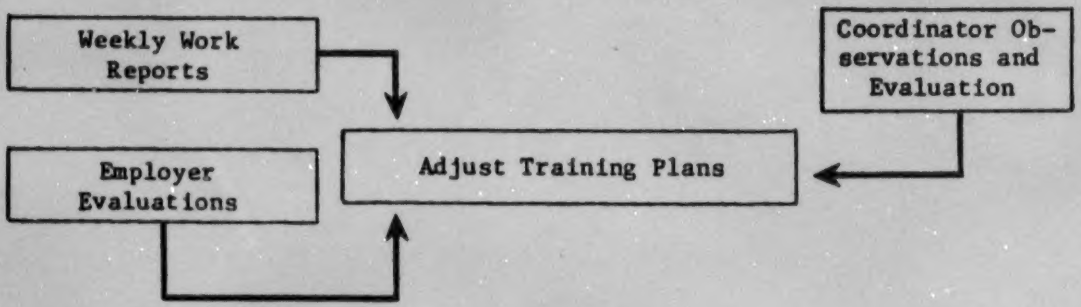
____ ____ 8. Experiences that will be provided have been assigned as on-job or in-class with approval and concurrence of the training sponsor.

____ ____ 9. The training plan has been reviewed with the training sponsor and any modifications have been made to insure that the plan is workable and comprehensive.

____ ____ 10. The training plan has been reviewed with the student-learner to insure understanding and agreement with the plan. Modifications have been made when necessary.

____ ____ 11. The training sponsor has reviewed the plan with the student to insure that the student-learner understands the expectations of the cooperating firm.

____ ____ 12. Three copies of the plan have been prepared. (One for the employer, one for the student, and one for the coordinator.)



On-the-job training in a cooperative program must be monitored continuously and "feedback" obtained must be used to adjust training plans. As shown in the above segment of the flowchart, this feedback can be obtained during coordination visits by examining employer evaluation reports, and by analyzing students' weekly work reports.

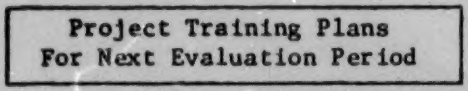
You will learn how to make coordination visits and analyze employer evaluations in the module entitled "Conduct Coordination Activities."

Weekly Work Reports should be structured in a manner to insure student involvement in the development and evaluation of the training. A sample weekly work report, called the Weekly Report of Training, is included in the appendix to this module, pages 7.27 and 7.28. As you examine the form, note that the student is asked to make judgments about the in-class and on-job training being received. In addition, the student is asked to judge the adequacy of the training plan. The student also is asked to report any new job assignments anticipated. Analysis of this information will enable the coordinator to plan appropriate in-class instruction.

The coordinator can sometimes glean important information from the "How Do You Feel?" section of the Weekly Report of Training. Careful attention to this section often will enable the coordinator to spot potential trouble before it becomes a problem.

Examine the Weekly Report of Training form pages 7.27 through 7.28 in the Appendices and then return to the narrative below the line.

You should now be able to meet Objective 8 of this module.



As training proceeds, you must constantly evaluate feedback in order to project the training plan. Remember that your primary objective is to keep the student "on track" toward the intended career objective.

Summary

You have now looked over the shoulders of a coordinator as a training plan for a COE student was developed. Follow the same procedures in developing your training plans. Evaluate your completed sample plan according to the checklist on page 7.18.

You should now be able to meet Objectives 9 and 10.

LEARNING ACTIVITY 3

USING TRAINING PLANS

Training plans that have been properly developed are the most powerful tools a coordinator can have. To maximize effectiveness, the coordinator must *learn* how to use them and must further teach students and training sponsors how to use them.

To learn how to use training plans, you should refer again to *Training Plans for Cooperative Office Education: A Guide*. Study Chapter V, pages 17-20. When directed to analyze the sample training plans in the Appendix do so carefully. After completing your study of these materials in the training plan guide, return to the narrative below the line.

You should now be able to meet Objective 11.

DECISION

Can you now meet the objectives in this module?

YES. Proceed to the Criterion Test for this module.

NO. Review the Learning Activities in this module.

APPENDICES

Appendix A - Training Plan Form
Appendix B - Training Agreement
Appendix C - Coordinator-Employer Job Analysis
Appendix D - Student-Trainee Job Analysis
Appendix E - Weekly Report of Training

APPENDIX A

INDIVIDUALIZED TRAINING PLAN

Copy: ____________

Name ______________________________ Job Title ______________________________

Firm ______________________________ Training Sponsor ______________________________

Student's Career Objective ____

EXPERIENCES AND TRAINING NEEDED	ON JOB	IN CLASS	ON-JOB EVALUATION	INDIVIDUAL RELATED INSTRUCTION

7.21

Page ____ of ____

EXPERIENCES AND TRAINING NEEDED	ON JOB	IN CLASS	ON-JOB EVALUATION	INDIVIDUAL RELATED INSTRUCTION

7.22

TRAINING AGREEMENT

____________________ High School and

____________________ agree to cooperate
Firm

in training ____________________ whose
Student

career objective is ____________________

Trainee's Job Title ____________________

Beginning Date __________ Completion __________

Hourly Rate of Pay __________ Hours Per Week __________

Job Supervisor ____________________

Participants will assume the following responsibilities:

1. Trainee will abide by regulations and policies of employer and school.
2. The Training Sponsor agrees to assist in the development of a training plan.
3. Trainee will furnish the coordinator with necessary information about the training plan and promptly complete all necessary reports.
4. The coordinator will provide in-school related instruction, consultation, and advisory service.
5. All Federal and State regulations regarding employment, child labor laws, minimum wages, and other applicable regulations will be followed.
6. Employer will provide time for consultation concerning the student-learner's progress and any difficulties encountered.

The following On-The-Job Activities will be provided:

DAILY ACTIVITIES	SUMMER
FIRST SEMESTER	**SECOND SEMESTER**

By Student ____________________ DATE __________

Employer ____________________ DATE __________

Parent ____________________ DATE __________

Coordinator ____________________ DATE __________

7.23

APPENDIX C

COORDINATOR-EMPLOYER JOB ANALYSIS

Job Title Analyst

DOT Title and Code Date Begun

Date Completed

Occupational Cluster

Firm Name and Address

Type of Business

Trainee's Beginning Date Completion Date

Hourly Rate of Pay Hours Per Week

Promotional Possibilities

Description of Working Conditions

Requirements for Job:

Personal Qualifications

Special Qualifications

JOB DESCRIPTION

Training Sponsor

APPENDIX D
JOB ANALYSIS

My Name ______________________________ Job Title ______________

Name of Firm ____

Address of Firm ____

Immediate Supervisor __________________________ Title ___________

Section or Department in Which I Work ___________________________

Description of procedure which I must follow when I check in for work:

WORK SCHEDULE

Day	Time In	Time Out	Total Hours
Monday	________	________	________
Tuesday	________	________	________
Wednesday	________	________	________
Thursday	________	________	________
Friday	________	________	________
Saturday	________	________	________
		Total Hours for Week	________

MAJOR JOB DUTIES

	List of Duties	Estimated Days Needed To Attain Skill
1.	______________________________	____________
2.	______________________________	____________
3.	______________________________	____________
4.	______________________________	____________
5.	______________________________	____________
6.	______________________________	____________
7.	______________________________	____________
8.	______________________________	____________
9.	______________________________	____________
10.	______________________________	____________
11.	______________________________	____________
12.	______________________________	____________
13.	______________________________	____________
14.	______________________________	____________
15.	______________________________	____________
16.	______________________________	____________
17.	______________________________	____________
18.	______________________________	____________

EQUIPMENT USED

My skill is (Check One)

	Good	Fair	Poor
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

FORMS, RECORDS, REPORTS USED

(EXAMPLES: Letters, Memos, Invoices, etc.)

My skill is (Check One)

	Good	Fair	Poor
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

RULES AND REGULATIONS

State your employer's rules concerning each of the following:

1. Absence from work. ______________________________
2. Tardiness. ______________________________
3. Leaving work early. ______________________________
4. Dress. ______________________________
5. Personal use of telephone. ______________________________
6. Smoking. ______________________________

Description of all safety regulations required by my employer:

My Training Sponsor's Signature ______________________________

APPENDIX E

WEEKLY REPORT OF TRAINING

For Week of ______________ Through ______________

Your Name ______________________________ Job Title ______________________

Name of Firm ____

Address of Firm ____

Immediate Supervisor ______________________ Title ______________________

EARNINGS REPORT

	Mon	Tues	Wed	Thurs	Fri	Sat
Hours Worked	______	______	______	______	______	______

Total Hours ______________ x Hourly Rate ______________ = Total Pay ______________

EVALUATION OF TRAINING RECEIVED

On Job	In Class
__________ (Yes/No) My judgments about the strengths and weaknesses of my on-job training have been noted in the "On-Job Evaluation" columns of my training plan.	__________ (Yes/No) My judgments about the strengths and weaknesses of my in-class training have been noted in the "Individual Related Instruction" columns of my training plan.

EVALUATION OF TRAINING PLAN

__________ (Yes/No) Do you believe your training plan should be changed, rearranged, or modified in any way at this time?

If "Yes, explain. ____

____

____

__________ (Yes/No) Do you believe your training plan is being followed?

If "No," explain. ____

____

____

__________ (Yes/No) Did anything in class or on the job give you trouble during the week?

If "Yes," explain. ____

____

____

LOOKING AHEAD

__________ Do you anticipate being assigned new on-job duties in the near future?
(Yes/No)

If "Yes," describe the duties and identify any new machines and new forms you will work with. __________

HOW DO YOU FEEL?

Describe one incident that happened *on your job* last week which you enjoyed or which made you feel good.

____

Describe one incident that happened *on your job* last week which you did not enjoy or that made you feel bad. __________

MODULE 7 CRITERION TEST

Respond to the following items.

1. a. What is a training plan?
   b. What types of information usually are provided on a training plan form?
2. What is the major reason for using training plans?
3. Describe two advantages to each of the following when training plans are used:
   a. The Student
   b. The Employer
   c. The Coordinator
4. What is the major purpose of a "Student Needs Assessment" form?
5. Joel Hohonues is accepted as a COE student in March of his junior year in high school. The class will begin the following September 5. The coordinator will not find a job for Joel until late September. Nevertheless, the coordinator begins the development of Joel's training plan in early May. What types of entries are made in Joel's training plan at this early date?
6. What three activities should be completed by a coordinator before the search for training stations begins?
7. How can model training guides aid in the development of training plans?
8. In what three ways can a coordinator obtain the feedback needed to adjust and to project training plans?
9. Shown below are the entries that should be included in the "Flowchart for Training Plan Development" on page 7.30. Place the entries in the proper blocks in the flowchart.
   Complete Training Plans for First Evaluation Period
   Begin Training Plans
   Interview/Screen/Select Students
   Analyze Jobs and Select Potential Training Stations
   Project Training Plans for Next Evaluation Period
   Place Students
   Complete Student Needs Assessment
   Adjust Training Plans
10. *Case Problem*

As coordinator of the Cooperative Office Education Program at McLean Senior High School in Anywhere, Virginia, you are responsible for completing an individualized training plan for one of your students, Karen Jones. Karen is a rising senior and has enrolled in Stenography II for the coming school year.

Karen is an outstanding student. At the end of her junior year, her straight copy speed in typewriting was 65 wpm, and her production speed was well above average. She easily passed her shorthand takes at 80 wpm for three minutes and was working on higher speeds for shorter periods of time. Her student needs assessment revealed that she had no training to date on transcription equipment. Her Stenography I instructor indicated that she believed Karen was somewhat shy and needed more self-confidence.

Karen indicated that she would like to be an executive secretary and, if possible, would like to work in an office at one of the local universities. You determined that a realistic entry-level position for Karen would be that of clerk-stenographer trainee in an office that would offer promotional opportunities in accordance with her ultimate career goal.

Ms. Ruth Jenkins, Director of the Off-Campus Program for Northwestern University, has made a commitment to provide Karen a training station. This is a small office; however, it will afford Karen many opportunities for interacting with the public as she must work for five full-time faculty members, occasional visiting professors, and will come in contact daily with students of various nationalities who are working on advanced degrees. Sandra Martin is the executive secretary in the office and does most of the work for Ms. Jenkins. She has been designated as the training sponsor.

Ms. Jenkins and Sandra Martin agreed that there is an immediate need to have someone to help them with the typing of routine letters, memoranda, envelopes, labels, etc. They indicated that they will train Karen at a later date to type statistical reports, tables, and graphs. It also was pointed out that the student trainee will be needed to help with the filing activities during the first few weeks on the job.

Activity

After reviewing the completed training agreement, coordinator-employer job analysis, and student job analysis, complete an individualized training plan for Karen which will project her first three to six weeks on the job.

11. Describe at least two ways each of the following can use training plans:
    a. Student-learner
    b. Training Sponsor
    c. Teacher-Coordinator

To evaluate your performance on the Criterion Test, proceed to the Model Answers.

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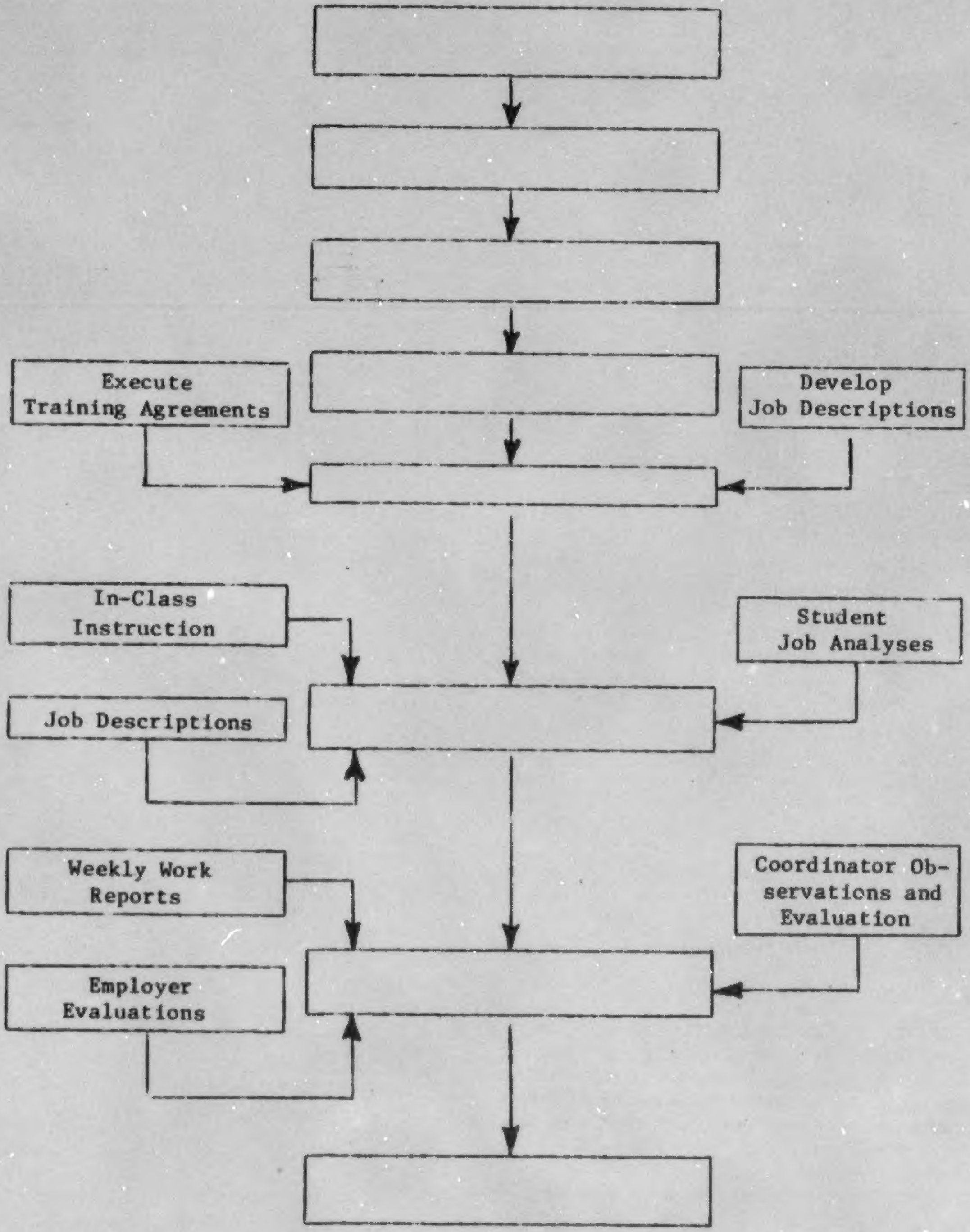
FLOWCHART FOR TRAINING PLAN DEVELOPMENT



TRAINING AGREEMENT

McLean High School and

Northwestern Univ. (Off-Campus Pro) agree to cooperate

in training Karen Jones whose

career objective is Executive Secretary

Trainee's Job Title Clerk-Stenographer Trainee

Beginning Date 9/10/77 Completion 6/1/78

Hourly Rate of Pay $2.95 Hours Per Week 20

Job Supervisor Mrs. Sandra Martin

Participants agree to the following:

1. Trainee will abide by regulations and policies of employer and school.
2. The training sponsor, teacher-coordinator, and trainee will cooperate in the development of a training plan.
3. Trainee will furnish the teacher-coordinator with necessary information about the training plan and will complete promptly all necessary reports.
4. The teacher-coordinator will provide in-school related instruction, consultation, and advisory services.
5. All Federal and State regulations regarding employment, child labor laws, minimum wages, and other applicable regulations will be followed.
6. Employer will provide time for consultation concerning trainee's progress and any difficulties which may be encountered.
7. Parents will accept responsibility for the safety and conduct of the student-learner while traveling to and from the school, the training station, and home.

THE FOLLOWING ON-JOB ACTIVITIES ARE PROJECTED:

FIRST SEMESTER	SECOND SEMESTER
Typewriting activities--letters, memoranda, envelopes, labels, etc. Mail and filing activities Keep inventory of office supplies and equipment	Recordkeeping activities Typewriting activities—tables, graphs, and statistical reports Shorthand dictation/transcription from faculty and/or director.
ACTIVITIES TO BE PERFORMED DAILY Provide coverage for telephones when other secretaries are out of the office.	

BY: Trainee Karen Jones Date 9·1·77 Parent Lee Jones Date 9-1-77

Employer Ruth Jenkins Date 9/3/77 Coordinator (Your Name) Date 9·3·77

COORDINATOR-EMPLOYER JOB ANALYSIS

Job Title Clerk-Steno Trainee

Analyst (Your Name)

DOT Title and Code Stenographer
14.0703

Date Begun 8/15/77

Date Completed 9/1/77

Occupational Cluster
Stenographic

Firm Name and Address Northwestern University
Tidewater Research Center, 1402 Gloucester St.
Anywhere, Virginia

Type of Business Educational—University Extension Office

Trainee's Beginning Date 9/10/77

Completion Date 6/1/78

Hourly Rate of Pay $2.95

Hours Per Week 20

Promotional Possibilities Clerk Steno/Secretary/Executive Secretary

Description of Working Conditions Excellent; small office; pleasant environment; modern facilities and equipment

Requirements for Job:

Personal Qualifications Ability to work with public and people of different nationalities; pleasant; neat appearance

Special Qualifications Must be accurate typist—60—70 wpm (work includes stat. typing) shorthand 80-100 wpm; good English

Training Sponsor Sandra Martin

JOB DESCRIPTION

Typewriting Duties: Types letters, memoranda, statistical reports, tables, and graphs from draft, insuring correct format, grammar, spelling, content, unity, and coherence. Types envelopes, cards, labels when necessary. Types requests for student transcripts.

Mail Duties: Opens and sorts incoming mail and routes to appropriate persons in office; affixes postage to outgoing mail by using a postage meter; determines classes of mail and computes postage by use of scale; maintains mailing lists and mails periodicals or other publications to addressees; takes postage meter to post office when descending postage needs to be replenished. Composes replies to routine correspondence.

Receptionist Duties: Receives telephone calls and visitors; refers callers to appropriate individuals; answers telephone inquiries and handles complaints over the telephone; calls students when classes are canceled or changed; places orders for merchandise or services needed over the telephone; makes appointments for director and other faculty members; schedules conference room and assembles information needed to support staff participation in meetings.

Shorthand Duties: Takes letters and memoranda from dictation given by the director and four faculty members. Notes should be transcribed into final form with responsibility for correct punctuation, grammar, capitalization, spelling, format, arrangement, and spacing of material.

Recordkeeping Duties: Receives student payments for classes; writes receipts, and posts payments; posts background information on new students in general information notebook; records new student's background information on 3 × 5 cards for file box; keeps records of classes and instructors.

Filing Duties: Files material alphabetically by subject; files copies of correspondence, student information, and transcripts; establishes new files when necessary.

RELATED ACTIVITIES:

1. Makes travel arrangements for director and faculty members.
2. Assists with the registration of students.
3. Inventories office supplies, equipment, etc., and requisitions office supplies when needed.

JOB ANALYSIS

My Name Karen Jones — Job Title Clerk-Steno Trainee

Name of Firm Northwestern University

Address of Firm Tidewater Research Center, 1402 Gloucester St., Anywhere, VA.

Immediate Supervisor Sandra Martin — Title Executive Secretary

Section or Department in Which I Work N/A

Description of procedure which I must follow when I check in for work:

I report directly to my job supervisor.

WORK SCHEDULE

Day	Time In	Time Out	Total Hours
Monday	1:00	5:00	4
Tuesday	1:00	5:00	4
Wednesday	1:00	5:00	4
Thursday	1:00	5:00	4
Friday	1:00	5:00	4
Saturday			
	Total Hours for Week		20

MAJOR JOB DUTIES

	List of Duties	Estimated Days Needed To Attain Skill
1.	Typing various types of correspondence and memoranda.	20
2.	Filing various types of material alphabetically by subj.	15
3.	FUTURE ACTIVITIES:	
4.	Activities relating to incoming and outgoing mail.	
5.	Receptionist and telephone duties.	
6.	Various recordkeeping responsibilities.	
7.	Taking shorthand from faculty members and/or director.	
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		

EQUIPMENT USED	My skill is (Check One) Good	Fair	Poor
1. Typewriter (IBM Selectric)	X		
2. Office Copier (A. B. Dick Photostat)		X	
3. Office Copier (Xerox)	X		
4. Postage Meter		X	
5.	X		
6.			X
7.			
8.			

FORMS, RECORDS, REPORTS USED

(EXAMPLES: Letters, Memos, Invoices, etc.)	My skill is (Check One) Good	Fair	Poor
1. Letters	X		
2. Memoranda	X		
3. Stat. Reports (engineering equations)			X
4. Tables	X		
5. Envelopes, cards, labels, phone messages	X		
6. Conference room schedule	X		
7. Accts. Rec. & Accts. Pay. Ledgers		X	
8. Graphs		X	

NOTE: No Training to date with insurance forms.

RULES AND REGULATIONS

State your employer's rules concerning each of the following:

1. Absence from work. Unanticipated absences must be reported by 10 a.m.

2. Tardiness. No penalty if not excessive. Should call if more than a few minutes late.

3. Leaving work early. Permitted for a good excuse—must be cleared with director and/or executive secretary.

4. Dress. Dresses and pant suits are considered appropriate office attire.

5. Personal use of telephone. Permitted if not excessive.

6. Smoking. Permitted in areas other than reception area.

Description of all safety regulations required by my employer:

None stated other than to unplug coffee pot at the end of the day.

My Training Sponsor's Signature ____________________

INDIVIDUALIZED TRAINING PLAN

Copy:

Name ______________________ Job Title ______________________

Firm ______________________ Training Sponsor ______________________

Student's Career Objective ______________________

EXPERIENCES AND TRAINING NEEDED	ON JOB	IN CLASS	ON-JOB EVALUATION	INDIVIDUAL RELATED INSTRUCTION

7.37

EXPERIENCES AND TRAINING NEEDED	ON JOB	IN CLASS	ON-JOB EVALUATION	INDIVIDUAL RELATED INSTRUCTION

7.38

MODULE 7 MODEL ANSWERS

If your responses include the same *major* points as those shown below, you should judge yourself as having met the objectives.

1. a. A training plan is a written procedure created to identify the proposed manner in which the occupational goal of a student-learner is to be attained.
   b. A training plan form contains space for listing progressive experiences and learning activities necessary for successful initial employment and for advancement. Space is usually provided to indicate whether training is to take place on the job, in the classroom, or in both places. The form also may contain space for periodic evaluation.
2. The major reason for using training plans is to achieve the correlation between on-job and in-class instruction which is essential in cooperative office education.
3. The advantages of training plans to the student, the employer, and the coordinator are listed on page 3 in *Training Plans for Cooperative Office Education: A Guide*. Compare your answers with those shown in this publication.
4. The major purpose of a "Student Needs Assessment" form is to develop a profile of a student's strengths, weaknesses, and immediate training needs.
5. The coordinator will sequence and list the learning experiences needed to correct deficiencies as revealed on the "Student Needs Assessment" form. Also listed will be training needed by any office employee regardless of the job on which eventually placed.
6. Before beginning the search for training stations, the coordinator should:
   a. Determine occupational goals of student-learners.
   b. Identify skills and knowledges needed by student-learners to secure employment and to advance in their occupational fields.
   c. Identify the types of training stations needed to meet student-learner's needs.
7. Because model training guides indicate the range of tasks performed in specific jobs, they can be used as checklists to help plan the experiences needed by a student to progress toward an occupational objective.
8. The coordinator can obtain the feedback needed to adjust and project training plans.
   a. During coordination visits
   b. By analyzing employer evaluation reports
   c. By analyzing the student's Weekly Report of Training
9. Compare your flowchart with the one shown on page 7.2 in this module.
10. Use the attached Coordinator's Checklist for Training Plan Evaluation to evaluate the plan you have prepared for Karen. You must assume that conferences have been held with the student and employer at the appropriate times.
11. The ways in which training plans can be used by th student-learner, the training sponsor, and the coordinator are given in *Training Plans for Cooperative Office Education: A Guide*, Chapter V, pages 17-20. Compare your responses with those given in this guide.

DECISION

If your performance on the Criterion Test is evaluated as satisfactory, you have completed this module.

If your performance is not satisfactory, you should do the following to correct deficiencies:

1. Restudy the Learning Activities in this module.
2. Study the Additonal Resources listed below.

ADDITIONAL RESOURCES

1. Meyer, Warren G., Lucy C. Crawford and Mary K. Klaurens, *Coordination in Cooperative Vocational Education*. Columbus, OH: Merrill Publishing Company, 1975, pages 192-205.
2. *Training Plans for Cooperative Office Education: A Guide* Richmond, Virginia: Business Education Service, Division of Vocational Education, State Department of Education, August, 1974. Entire publication.

COORDINATOR'S CHECKLIST FOR TRAINING PLAN EVALUATION

Yes	No	
____	____	1. The plan is designed to meet the occupational goals of the student-learner.
____	____	2. Both immediate and long-range goals of the student-learner have been considered.
____	____	3. The plan describes adequately the types of experience available to the student-learner at this training station.
____	____	4. The activities have been planned and sequenced by considering the strengths and weaknesses of the student-learner.
____	____	5. The complete range of activities the student will need to meet his/her occupational goals have been discussed with the training sponsor. The training sponsor has been encouraged to include as many of these experiences as possible in the student's training.
____	____	6. Identified gaps in training required to meet the students job objective have been built into the activities planned for in-class instruction.
____	____	7. Plans for in-class instruction include experiences *directly* related to the student-learner's on-job experiences.
____	____	8. Experiences that will be provided have been assigned as on-job or in-class with approval and concurrence of the training sponsor.
____	____	9. The training plan has been reviewed with the training sponsor and any modifications have been made to insure that the plan is workable and comprehensive.
____	____	10. The training plan has been reviewed with the student-learner to insure understanding and agreement with the plan. Modifications have been made when necessary.
____	____	11. The training sponsor has reviewed the plan with the student to insure that the student-learner understands the expectations of the cooperating firm.
____	____	12. Three copies of the plan have been prepared. (One for the employer, one for the student, and one for the coordinator.)

MODULE 8

COE STUDENT JOB PLACEMENT

RATIONALE

One of the most critical events for the COE student is securing a job. Prior to this time, the coordinator has assessed the student's qualifications and has analyzed potential training stations. The student now becomes involved actively, with the assistance of the coordinator, in preparation for entry into the job market.

The purpose of this module is to help you learn some things that can be done to assure that each of your student's entry into the world of work is a pleasant and rewarding experience.

OBJECTIVES

1. Identify the five employment forms that a coordinator should assist the student in understanding, preparing, and obtaining prior to the job interview.
2. Identify five of the six areas in which the coordinator must help prepare the student for the job interview.
3. Identify three of the five highest ranking characteristics the employers look for during the interviews as revealed by the 1978 survey conducted by the FBLA Chapter at Washington-Lee High School, Arlington, Virginia.
4. Describe the manner in which the coordinator can obtain feedback about the student's performance during the job interview and identify the purposes for obtaining this feedback.

DECISION

If you think you can meet the objectives, you may proceed directly to the Criterion Test.

Complete the Learning Activities if you do not believe you can meet the objectives.

LEARNING ACTIVITIES

The following learning activities should enable you to perform as specified in the objectives:

1. Study "Preparing Necessary Forms for Employment," page 8.1, to meet Objective 1.
2. Study "Preparing the Student for the Interview Session," page 8.2, to obtain the knowledge needed to meet Objectives 2 and 3.
3. Study "Job Interview Follow Up," page 8.5, to meet Objective 4.

LEARNING ACTIVITY 1

PREPARING NECESSARY FORMS FOR EMPLOYMENT

Completing employment forms is the first major task for the COE student. Certain forms are required by businesses in the private sector as well as local, state, and federal government agencies. Others, while not required, are valuable because they help assure a smooth transition to the world of work. In governmental agencies, job applicants are required to sign statements attesting to the validity of the information given. In this learning activity you will study the various employment forms that you should help the student understand, prepare, and obtain.

All the employment papers discussed in this activity could be included in a STUDENT PORTFOLIO. Also included should be skill certificates, achievement awards, and letters of recommendation. After the interview, the portfolio can become a part of the student's permanent record. Pertinent information can be added to the portfolio during the school year.

Application

Most employers require prospective employees to complete a job application form. If the coordinator has a copy of the form used by the prospective employer, the coordinator should assist the student in its preparation. If no specific application form is available, the coordinator should review with the student sample forms so that the student, if requested to fill in an application at the interview, can do so without difficulty.

Previous work experiences should be explained concisely, and correct grammar used. Students should be told that when a question on the application does not apply, they should type "N/A" or "Not Applicable" in the appropriate spaces rather than leave them blank. This procedure indicates that the items were not overlooked.

Coordinators who place students in local, state, and federal agencies will need to give careful attention to the application forms, because forms used by these agencies are usually more complex than those used by businesses in the private sector.

Personal Data Sheet

A well prepared resume, or personal data sheet, will aid the student in completing the application form. When the company does not require completion of an application form, a personal data sheet can be provided by the student. Like the application, the personal data sheet should provide all pertinent information, including social security number and three permission-granted references.

Social Security Number

The coordinator should be sure that the student has a social security number. Many parents request a social security number for their child at birth; however, this is not always done, and the student must apply, by application, for a number through the local Social Security office. Because of the many requests made for the social security number by employers, students should be encouraged to carry their social security number at all times.

Introduction Card

The COE student should be provided with an introduction card to present at the interview. Some governmental agencies require a letter certifying that the student is enrolled in the COE program. A sample introduction card is shown on page 8.3.

Form W-4, Employee's Withholding Allowance Certificate

A review of the W-4 Form with the student is recommended. A student will usually have only one exemption. If the student is not expected to earn enough money to pay taxes, the word "Exempt" may be written on the form. If the student is expected to work a full calendar year and earn enough money to pay state and federal taxes, the word "Exempt" should be omitted so that taxes will be withheld from earnings.

LEARNING ACTIVITY 2

PREPARING THE STUDENT FOR THE INTERVIEW SESSION

The job interview is a challenging activity for the COE student. The student may be alone with a stranger, in an unfamiliar atmosphere, answering a barrage of questions. Responses, along with personal actions, will qualify or disqualify the student for the job. Obviously, this experience may cause student anxieties and frustrations which must be understood and dealt with by the coordinator.

The student should understand the significance of the interview; that it is a method used by the employer to obtain qualified workers. For the employer, the purpose of the interview is to ask questions and to observe the interviewee's actions to determine if the person is the best qualified in skills and personal characteristics to meet the employer's needs. For the prospective employee, the purpose of the interview is to present qualifications and to persuade the interviewer that he or she is the one for the job. The interviewer questions and observes; the interviewee responds in a convincing and positive way.

In preparing the student for the interview, the coordinator should cover the following areas:

Knowing How to Report for the Interview

Students must be prepared for the physical aspects of the interview. Promptness, appropriate dress, personal hygiene, and personality displayed at the interview are factors which will weigh heavily in the interviewer's decision. Sufficient travel time should be planned to arrive a few minutes before the interview. Students must be reminded to go alone for the interview. This is not an occasion to take along parents or friends. Appropriate dress implies business attire rather than social attire—no flashy clothing. Personal hygiene includes cleanliness, effective deodorant, appropriate facial make-up, hair grooming, and all other things which convey a wholesome appearance. The student is making an impression from the moment of entry into the office. Clothing, neatness, mannerisms, and behavior reflect the personality of the student to the employer.

Knowing What Qualifications the Student Possesses and the Job Requirements

Through self-evaluation and teacher evaluation, the student knows skills and knowledges possessed and can then state them specifically and in a positive manner. Example: "On my last typing speed test for five minutes, I typed 45 words per minute with four errors;" not, "I type about 45 words per minute;' and never, "I don't know." Statements in specific terms can be made about all business competencies.

The duties of the job and the levels of expected performance should be known by the student. This information, along with a knowledge of the business, create favorable impressions with the interviewer. The previously completed training station evaluation will provide the coordinator with this information, which can be given to the student.

Knowing What Characteristics or Attributes Employers Look for during Interviews

In 1978, a survey was made by the FBLA Chapter at Washington-Lee High School, Arlington, Virginia, to determine the characteristics or attributes employers look for during interviews. FBLA'ers selected 12 areas of questioning which are generally used by employers. Each area contained descriptive qualifiers. Questionnaires were sent to large and small businesses. Employers were requested to indicate the most important time segment of the interview (first 5 minutes, second 5 minutes, or third 5 minutes), and to share some "definite don'ts" about the interview.

SAMPLE INTRODUCTION CARD*

(Front of Card)

INTRODUCTION

This will introduce ______________________________ who is enrolled in the
Cooperative Office Education program at ______________________________.
This student is interested in the position of ______________________________.
Report to: Firm ______________________ Interviewer ______________
Address ______________________________ Phone ______________
Appointment Date ______________ Time ______________
(SCHOOL NAME)
(SCHOOL ADDRESS) ______________________
Teacher-Coordinator

Please complete the other side of this card and return to school in the attached, self-addressed envelope.

(Back of Card)

EVALUATION OF ______________________ DURING INTERVIEW:

APPEARANCE	☐ Favorable	☐ Acceptable	☐ Unfavorable
POISE	☐ At Ease	☐ Composed	☐ Nervous
ATTITUDE	☐ Cocky	☐ Cooperative	☐ Reserved
VERBAL EXPRESSION	☐ Clear, Logical	☐ Unclear	☐ Poor Grammar

☐ Will accept for employment: ☐ Summer ☐ Fall
☐ Will not accept for employment. Reasons: ______________________________
____
Date ______________ Signature ______________________________
Things student can do to make a more favorable impression during future interviews. ______________
____
____

---

*Adapted from a card developed by Dr. Elaine F. Uthe as part of a set of materials on cooperative vocational programs developed during a project at Michigan State University. Information about this outstanding project can be obtained by writing Dr. Uthe at 3345 Carriage Lane, Lexington, KY 40502.

Although all areas listed on the questionnaire were considered important, employer's responses, in rank order, were as follows:

Rank	*Characteristic or Attribute*	*Qualifiers*
1	Qualifications	School Achievement
2	Initiative	Expresses willingness to learn
3	Alertness	Gives intelligent responses
4	Oral Communications	Expresses ideas clearly
5	Maturity	Appears emotionally stable
6	Physical Appearance	Proper grooming
7	Interest	Asks questions about job
8	Personality	Is poised
9	Attitudes	Has positive outlook on life
10	Respectful	Pays attention
11	Personal Manners	Is courteous
12	Compatibility	Indicates a spirit of cooperativeness

Of the three five-minute segments of the interview, the first five minutes was considered the most important.

Some "definite don'ts" include the following:

Don't be late.
Don't chew gum or smoke.
Don't try to take over the interview.
Don't appear over aggressive.
Don't come on too "chatty."
Don't be concerned primarily with financial aspects.
Don't introduce abstract comments.
Don't come on too strong in selling yourself.
Don't wear jeans.
Don't let emotions, especially negative ones, enter into the interview.
Don't talk too much—be a good listener.
Don't try to interview the employer.
Don't forget to follow up the interview.
Don't go for the interview without knowledge of the company.

Knowing the Type of Questions Asked during the Interview

The effectiveness of rehearsing a student on questions and answers is questionable, because one cannot anticipate how a student might react to similar questions at a different time and in a different situation. However, sample questions can be beneficial so that students can become knowledgeable about the wide range of questions asked. Most companies will avoid asking questions of an extremely personal nature, respecting the law pertaining to a person's rights to privacy. Many companies provide free literature pertaining to the interview, and most include possible questions which might be asked of the applicant. A partial list is provided below. The coordinator might prepare a list and add to it those questions asked students during interviews.

1. What are your plans for the future?
2. Why did you choose the business field for a career?
3. What are your business skills? What speeds?
4. Do you believe that you have done your best work in school?
5. In what school activities did you participate?
6. What kinds of activities fill your spare time? Your hobbies?
7. Do you have a good school attendance record? Tardy record?
8. What do you know about this company?
9. Do you prefer working with people or by yourself?
10. Do you like routine duties?
11. What are your future education goals?
12. How can you substantiate that you are dependable and responsible?
13. What are some of your pet peeves?
14. Why is office work essential to a company?
15. In what way do you influence your friends?

Knowing the Reasons for Rejecting Job Applicants

In the article "Why Should I Hire You?" by Miller and Cock, which appeared in the March, 1978, issue of *The Balance Sheet*, the authors referred to a statewide survey completed by the Advisory Council for Technical-Vocational Education in Texas. The following reasons were given for rejecting job applicants after the interview. They appear in rank order:

1. Little interest or poor reasons for wanting a job.
2. Applicant has a past history of job hopping.
3. Inability of applicant to communicate during a job interview.
4. Health record.
5. Immaturity (other than chronological age).
6. Personal appearance.
7. Manners and mannerisms.
8. Personality.
9. Lack of job-related skills.
10. Poorly filled out job application form.

Knowing How to Conduct Oneself during the Interview

The following list of tips may be useful in helping the student learn how to act during the interview.

1. Be serious about the interview—the interviewer is.
2. Remember that the interviewer is a human being who asks questions to determine student qualifications for the job.
3. Smile sincerely and be extremely tactful, especially at the beginning of the interview. A good first impression weighs heavily on the interviewer' judgment.

4. Know the duties required of the job and facts about the company.
5. State qualifications in a positive, specific manner.
6. Emphasize strong points; de-emphasize weak points.
7. Speak distinctly and answer questions completely, avoiding short answers. The interviewer wants to find out how well you express yourself.
8. Plan positive remarks about hobbies, school, your future, your friends, and current events.
9. Avoid being overly critical about people and situations.
10. If duties are unknown, ask questions. All questions should be sensible. Too many questions might indicate student is a poor listener.
11. Look at the interviewer when listening and speaking and avoid slang expressions. Student is being judged for maturity from the things said and emotions displayed.
12. Express willingness to learn new things. The interviewer might be trying to find out if student is adaptable to new situations, machines, etc.
13. Be sensitive to stereotyping of people and jobs.
14. Do not be overly aggressive—nor overly timid.
15. Terminate the interview cordially and politely.

LEARNING ACTIVITY 3

JOB INTERVIEW FOLLOW UP

The job seeking process should not end with the interview. The student should be encouraged to write a short letter expressing appreciation for being considered and restate reasons for desiring the job. This action will not only leave a favorable impression with the employer, even if the student is not accepted, but it will also encourage a practice which should be used in securing future employment.

The coordinator should initiate procedures to obtain feedback concerning the student's performance during the interview. This feedback will enable the coordinator to help the student perform better during future interviews. To obtain feedback, many coordinator's use an "Employer's Evaluation of Interview" form similar to the one shown on the back side of the *Introduction Card* on page 8.3 of this module.

The employer's feedback to the coordinator should reveal information that will benefit both the student and the coordinator. If the student is not accepted, the coordinator needs to know why in order to (1) reassess the needs of the employer for selection of another student, and (2) to find the weaknesses of the student as perceived by the employer so that remedial work can be undertaken before the next job interview.

Another important source of feedback is a coordinator conference with the student immediately after the interview. Feedback shared with the student can be beneficial in the following ways: (1) the student can become aware of weaknesses detected during the interview; (2) feedback can aid the student in re-evaluating job qualifications; and (3) the student can have some insight into how to rebuild confidence for the next interview.

DECISION

Can you now meet the objectives?

YES. Proceed to the Criterion Test for this module.

NO. Review the Learning Activities in this module.

MODULE 8 CRITERION TEST

Directions

Respond to the following items.

1. What five employment forms should you assist the student in understanding, preparing, and obtaining prior to the job interview?
2. Identify five of the six areas in which the coordinator must help prepare the student for the job interview.
3. According to a 1978 survey conducted by the Washington-Lee High School FBLA Chapter, what are three of the five highest ranking characteristics employers look for during job interviews?
4. How can the coordinator obtain feedback about a student's performance during the job interview, and why should such feedback be obtained?

To evaluate your performance on the Criterion Test, proceed to the Model Answers.

MODULE 8 MODEL ANSWERS

If your responses cover the same *major* points as those shown below, you should consider yourself as having met the objectives.

1. The five employment forms you should assist the student in understanding, preparing, and obtaining prior to the job interview are:
   A. Application Form
   B. Personal Data Sheet
   C. Social Security Card
   D. Introduction Card
   E. W-4 Form

2. The coordinator should assist the student in knowing the following areas in preparation for the job interview:
   A. How to report for the interview
   B. Qualifications possessed and job requirements
   C. Characteristics or attributes the employers look for during interviews
   D. Types of questions asked during the interview
   E. Reasons for rejecting job applicants
   F. How to conduct oneself during the interview

3. The FBLA'ers at Arlington's Washington-Lee High School found that employers ranked the following characteristics highest:

Rank	*Characteristic or Attribute*
1	Qualifications
2	Initiative
3	Alertness
4	Oral Communications
5	Maturity

4. The coordinator can obtain feedback about a student's performance during the job interview in at least two ways by:
   A. Requesting the interviewer to complete an "Employer's Evaluation of Interview" on a convenient form.
   B. Conducting a post-interview conference with the student.

The purposes of obtaining job interview feedback are to:

A. Determine weaknesses in student's interview performance.
B. Help the student re-evaluate job qualifications.
C. Rebuild student confidence for future interviews.

DECISION

If your performance on the Criterion Test is evaluated as satisfactory, you have completed this module.

If your performance is not satisfactory, you should review the learning activities in this module before asking to be retested.

MODULE 9
CONDUCTING COORDINATION ACTIVITIES

RATIONALE

Your coordinating responsibilities are many and varied. You will be given released time from teaching to conduct these activities, and you will need to justify this time to co-workers and administrators. You must provide the administration with a weekly schedule of your activities. Otherwise, you may be assigned school duties or be asked to cover other classes during what the administration perceives to be your "free time."

Three of your more important coordinating activities are making visits to training stations, handling grievances, and preparing reports. The purpose of this module is to assist you in accomplishing these activities.

OBJECTIVES

MAKING TRAINING STATION CALLS

1. Given a monthly calendar and the necessary information about a coordinator's program, show on the calendar what activities you would conduct each day. Plan activities throughout the month so that the coordinator's schedule isn't overburdened on some days and too lightly scheduled other days.
2. Identify the five items you would take with you on a training station visit during the first month of school.
3. Identify four purposes for visiting a training station and tell how you would prepare for each type of visit.
4. Given a script of a conversation between the training sponsor and the coordinator, analyze and determine if an attached training plan is being used and whether a variety of experiences are being provided to contribute to the development of the knowledges, skills, and attitudes needed to further the student's career objective.
5. Given data about a student's classroom performance and a completed employer evaluation form:
    a. Assign and justify a final grade.
    b. Identify two areas of related training you would develop to help the student perform better on the job.

HANDLING GRIEVANCES

6. Given a hypothetical problem involving a student grievance on the job:
    a. Give necessary steps to solve the problem.
    b. Give a possible solution to the problem.

    Your solution must give consideration to the needs and concerns of the student, the COE program, and the training sponsor.
7. From a list of solutions to a hypothetical student grievance, select the most practical solution. The solution must contribute to the student's growth and meet the approval of the training sponsor.

PREPARING REPORTS

8. Identify four reports that are filed with the Business Education Service, Virginia Department of Education and briefly describe the purpose of each.

DECISION

If you think you can meet the objectives, you may proceed directly to the Criterion Test.

Complete the Learning Activities if you do not believe you can meet the objectives.

LEARNING ACTIVITIES

1. Study "Making Training Station Visits," page 9.1 to learn to perform as specified in Objectives 1-5.
2. Study "Handling Grievances," page 9.4 to learn how to perform as specified in Objectives 6 and 7.
3. Study "Preparing Reports," page 9.15 to learn to perform as specified in Objective 8.

LEARNING ACTIVITY 1

MAKING TRAINING STATION VISITS

To discuss with students their individual job situations and to relate your classroom instruction to different work stations, you will need to be thoroughly familiar with each job. You will need to make a visit to each training station at least once each grading period to observe and evaluate student progress and to assess additional training needs to incorporate related training in the classroom.

Initial Training Station Visits

Eight guidelines you should consider when making initial training station visits are as follows:

1. Call the training sponsor to make an appointment for your visit, preferably a week in advance. Allow 30-45 minutes per training station visit.
2. Plan the purpose of the visit and take necessary materials. Because this is the first visit since the student was selected, take a training sponsor's manual (if one is available), the parent/guardian agreement, employer agreement, the training plan, and the employer evaluation form.

> All the forms mentioned in Item 2, except a training sponsor's manual, are shown on pages 9.5-9.14 of this module. See "Sponsor Development," Module 10 for information on what should be included in a training sponsor's manual.

3. Introduce yourself to the secretary or receptionist and ask to see the student's training sponsor.
4. If this is a new training station, explain roles of coordinator and training sponsor.
5. Review training sponsor's manual, if available.
6. Explain forms relating to the program. Review employer agreement form and ask training sponsor to sign it. Ask that a copy be retained for the office file. Give the training sponsor a copy of the student agreement and review it.
7. Discuss the overall function of the office and the role of the student in this framework.
8. Discuss the evaluation form with the training sponsor and ask that it be completed and returned by the end of the grading period.

Subsequent Training Station Visits

After the placement process is completed and the student is working in accordance with the training plan, you will need to establish a plan of visitation and counseling. This is a vital part of the coordination process and a basic link between the school and cooperating employers. Your plan should be recorded on a "Vocational Education Monthly Activities Report" form. Examine the form on page 9.17 then return to the narrative below the line.

You should have a purpose for each visit worthy of the training sponsor's time. Here are some purposes for coordination visits:

Evaluation

You will need to plan an evaluation visit each grading period for the purpose of establishing a grade for the student. Most employers are unskilled in the evaluation process, and many of them would prefer not to grade too high. You will need to develop a qualifying process to keep the final grade of COE students in line.

The training sponsor is at a disadvantage in judging the quality of the student's work in accordance with school policies. It will, therefore, be necessary for you to visit the training station near the end of each grading period for the purpose of helping with the evaluation. You will want to assist the training sponsor in completing the student's evaluation report, which becomes a part of the student's record.

The training sponsor should understand how the evaluation report will be used. The student's grade should be based on classroom grade and job performance. It is a good policy to have the training sponsor discuss the evaluation report with the student or to allow you to discuss it with the student in a private conference so that strengths and weaknesses can be identified.

If the training sponsor prefers to complete the evaluation report in privacy, you should provide an addressed stamped envelope for returning the form; or leave instructions for the student to return the form.

Acquaint the Employer with Related Instruction

The training sponsor has no direct contact with the related training provided by the school. You must keep training sponsors informed about related training and give them an opportunity to suggest special areas of training relevant to the type of work the student is performing on the job. You may want to inform the training sponsor of difficulties in providing directly related instruction, such as suitable reference materials; they may be able to donate materials not available at school.

Training station visits should result in a better understanding by the employers of what students are doing in the classroom. Items such as study guides, reference books, and completed assignments will serve as excellent topics of conversation with training sponsors and give them some evidence of the character and quality of the classroom work. Continuous reference to the relationship between directly related instruction and work experiences will strengthen the COE program.

Reconcilation of Weekly Report of Training

A general practice is to have each student complete a weekly report of training to keep you informed of the nature and scope of the on-the-job experience. This form was introduced in the "Completing Training Plans" module page 7.27. Review the form at this time; then continue with the narrative below the line.

The student may report week after week that the same routine work is being performed. You may assume that the student isn't reporting job experiences accurately or that the training sponsor is failing to move the student into new experience areas. A visit to the training station may be necessary to determine the reason.

Student Problems

You will not be able to anticipate all problems students will encounter. Some of the problems will result from human imperfections. You should not fail to apply corrective techniques with appropriate sternness when the student is guilty of conduct unbecoming successful and desirable workers.

The cooperation of the training sponsor should include willingness to use the "job" as a means of correcting student problems in other phases of schoolwork. Typical problems would include failure to report for work without proper notice, personality clashes with co-workers, reluctance to accept correction or constructive criticism, job irresponsibility, failure to follow company policy, failure to observe safety precautions, absence from school but presence at work, reluctance to pursue classroom assignments, using the job as an excuse for failure in other subjects, and desire to drop out of school but keep the job.

One of the most common offenses of students is being absent from school in the morning but reporting for work in the afternoon. To avoid this, a rigid policy must be established jointly by the employer and the school. A policy cannot be enforced without the cooperation of the training sponsor. The training sponsor should refuse to allow the student to report for work when absent from school in the morning.

Introduction of School Administrators to Employers

You should provide opportunities for school administrators to visit students on the job and meet their training sponsors. Such visits will serve to encourage administrators' appreciation and awareness of the problems involved in operating the program.

The training sponsor will be flattered to be visited by an administrator and will welcome the opportunity to discuss COE.

The administrator will be attentive to community feedback of this kind. You will find that visiting training stations jointly with the principal has sufficient value to justify periodic occurrence throughout the year.

Observation

You will occasionally want to observe the student at work. This will provide an opportunity to sample attitudes of co-workers, receive ideas and suggestions for related study, identify needs for the student's personal improvement, provide an awareness of the general attitude toward the student, become aware of the training station environment, foster alertness to the quality of the on-the-job training, and follow the general progress of the student.

The Visitation Process[1]

The first step in preparing for a visit to a given training station is to check your visitation record so that the date, purpose, and results of previous visits can be reviewed. Various aspects of prior visits may require follow up.

A review of purposes of previous visits may suggest an appropriate purpose to assign to the current visit. The purpose of the visit will determine which materials, if any, you should assemble to take with you.

The experienced teacher-coordinator may find mental notes to be sufficient, while inexperienced individuals may find it to their advantage to prepare a written list of leading questions. Diplomacy and tact are essential during the visit.

An appointment should be made with the training sponsor. You should arrive promptly and be prepared to proceed with the conference. The conference should be conducted in a setting that will enable the training sponsor to give undivided attention to the matter at hand.

Immediately upon returning to your office, post your visitation record. Special care should be exercised in recording the date, purpose, and results of the visit. Under no circumstances should this information be left to memory.

The visitation process will be completed when notes are prepared at the first opportunity for use in student counseling. The intensity and need for counseling will vary with the purpose and results of the visit. If the purpose was to work with the employer in adjusting a problem, counseling will be mandatory as soon as possible.

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[1] This material is a summary of information from E. F. Mitchell, *Cooperative Vocational Education*. Boston: Allyn and Bacon, Inc., 1977, pages 86-111.

Summary

As a summary for this learning activity, a list of "Do's" and "Don'ts" when making training station visits is given below.

VISITING THE TRAINING STATION

DO

1. Plan a weekly calendar and establish a schedule for your office visits.
2. Have an objective for each visit—to evaluate, handle a grievance, observe the student, etc.
3. Leave a copy of your daily itinerary in the school office.
4. Be friendly but businesslike.
5. Contact the training sponsor when you enter.
6. Be alert and observant.
7. Take notes as soon as you leave.
8. Be alert for the training sponsor's signal that the conference should end.
9. Have a private student conference concerning the office visit.
10. Be objective and willing to learn.
11. Observe the student at work.
12. Treat all information and records as confidential.
13. Be loyal to the teaching profession at all times and strive for improved public relations.

DON'T

1. Coordinate by telephone.
2. Follow a set pattern for each visit.
3. Leave the impression that you have a lot of free time.
4. Turn the visit into a social call.
5. Go directly to the student.
6. Give the impression of snooping.
7. Depend on memory for details of the visit.
8. Prolong the visit and waste the training sponsor's time.
9. Point out the student's mistakes or bad practices while at the office.
10. Pass yourself off as an expert or authority.
11. Interrupt or interfere with the student's work.
12. Discuss the student's problems at school.
13. Criticize school policies, procedures, curriculum, etc.

The forms mentioned in this learning activity follow on pages 9.5 through 9.14. If you believe you can now meet Objectives 1-5, you should proceed to Learning Activity 2, page 9.4.

LEARNING ACTIVITY 2

HANDLING GRIEVANCES

The student often encounters difficulties on the job. When the student does have conflicts or problems, you are responsible for assisting the student and the training sponsor in finding a solution to the problem. The student cannot leave the job without the consent of the coordinator and the training sponsor.

Suggested Steps for Resolving Grievances[2]

1. Identify the problem early before it becomes serious.
2. Postpone making any decision or taking any action until you have talked with all parties—especially the student.
3. Identify all possible solutions or alternatives.
4. Carefully weigh the merit or value of each solution in terms of what it does to the student, the program, the employing organization, and the school.
5. Determine good, better, and best choices; also determine the choices that you cannot accept.
6. Discuss the situation and alternatives with the student and the training sponsor stating the advantages and disadvantages of each.
7. Develop a plan of action that is acceptable to all.
8. Carry out the plan of action.
9. Follow up later to see if the plan is working or if further adjustments need to be made.

You must be able to apply the above steps to meet Objectives 6 and 7.

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[2] From a speech by Dr. Elaine F. Uthe delivered at the Virginia Business Education Conference, August, 1976.

SAMPLE*

AGREEMENT - PARENT/GUARDIAN

FOR: COOPERATIVE OFFICE EDUCATION

HIGH SCHOOL ______________________________ DATE ________________

1. The student's first responsibility is to the school. It is the student's responsibility to make satisfactory arrangements with the employer concerning work schedule on those occasions when presence is necessary at school.
2. The student in a cooperative work training program is subject to all school regulations.
3. The student will not terminate a job without the approval of the coordinator.
4. The employed student, upon completion of daily classes, must report either to the job, go home, or remain in school for a supervised activity as directed by the coordinator.
5. The student who is between jobs must, upon completion of daily classes, remain at school under supervision or engage in other activities as directed by the coordinator.
6. The student will be expected to conform to the requirements of the school and the employer with respect to grooming.
7. The student will conduct self in a manner that will reflect credit to self, school, and employer.
8. No student will work on days when absent from school unless advance permission has been given by the coordinator. Violations of this rule will be treated as truancy. It is the responsibility of the student to notify the coordinator and the employer by 10 a.m. on a day when absent.
9. The student who loses a job because of negligence or misconduct may be dropped from the program and lose credit for the course.
10. Transportation to and from the place of employment is the responsibility of the student. Transportation arrangements must meet with the approval of parents and school administration.
11. The student is responsible to submit reports to the coordinator when required.
12. On-the-job training of the student is the responsibility of the school. The coordinator must approve all jobs and reserves the right to change the student's job if deemed necessary.
13. Employment conditions, including total hours worked by the student, will be regulated by the coordinator and the employer—minimum 15 hours; maximum 28 hours.
14. Parents or guardians will assume responsibility for the conduct and safety of the student from the time of leaving school until reporting to the job, and from the time of leaving the job until arrival at home.

The undersigned have read and agree with the policies listed.

______________________________ Student

______________________________ Parent or Guardian

---

*For use, have approved by local school administration.

TRAINING AGREEMENT

________________________ High School and

________________________ agree to cooperate
Firm

in training ________________________ whose
Student

career objective is ________________________

Trainee's Job Title ________________________

Beginning Date __________ Completion __________

Hourly Rate of Pay __________ Hours Per Week __________

Job Supervisor ________________________

Participants will assume the following responsibilities:

1. Trainee will abide by regulations and policies of employer and school.
2. The Training Sponsor agrees to assist in the development of a training plan.
3. Trainee will furnish the coordinator with necessary information about the training plan and promptly complete all necessary reports.
4. The coordinator will provide in-school related instruction, consultation, and advisory service.
5. All Federal and State regulations regarding employment, child labor laws, minimum wages, and other applicable regulations will be followed.
6. Employer will provide time for consultation concerning the student-learner's progress and any difficulties encountered.

The following On-The-Job Activities will be provided:

DAILY ACTIVITIES	SUMMER
FIRST SEMESTER	SECOND SEMESTER

By Student ________________ DATE ________

Employer ________________ DATE ________

Parent ________________ DATE ________

Coordinator ________________ DATE ________

INDIVIDUALIZED TRAINING PLAN

Copy: Coordinator

Name Susan Green

Job Title Receptionist/Secretary

Firm Brown and Jones Realtors

Training Sponsor Mrs. Brown and Mr. Jones

Student's Career Objective Secretary

EXPERIENCES AND TRAINING NEEDED	ON JOB	IN CLASS	ON-JOB EVALUATION	INDIVIDUAL RELATED INSTRUCTION
Job Orientation				
1. Receives a brief overview of the company—its organization, role in the community, services rendered and types of clients served.	X		10-1 Susan is adjusting well. The office staff is pleased with her willingness and cooperative attitude. She understands and follows directions well.	Training on human relations, discussion of job adjustments and behaviors.
2. Receives basic salary information-payroll period, computation of pay, and taxes withheld.	X			Explanation of school policies as they pertain to the program.
3. Receives explanation of policies regarding work hours, breaks, holidays, and vacations.	X			
4. Receives explanation of work flow within the office and the importance of the student's job to total office output.	X			

EXPERIENCES AND TRAINING NEEDED	ON JOB	IN CLASS	ON-JOB EVALUATION	INDIVIDUAL RELATED INSTRUCTION
Dictation				
1. Takes dictation of contracts, leases, and general office correspondence.	X	X	11 - 12 Needs some help on real estate vocabulary; she is having difficulty transcribing.	Takes dictation daily and transcribes.
Typewriting and Transcription				
1. Transcribes all dictated material, sometimes in rough draft form.	X	X	1 - 20 Does quite well with her typing. It would be helpful to give her some contracts and real estate forms for extra practice.	Types various office projects as well as transcribes from shorthand weekly.
2. Retypes drafts into mailable copy.	X	X		
3. Makes carbon copies of transcripts.	X	X		
4. Proofreads typed copy and makes acceptable corrections.	X	X		
5. Types envelopes for transcripts when necessary.	X	X		
6. Types letters, memoranda, contracts, and leases.	X	X		
Filing				
1. Files multiple listing cards.	X		3 - 20 No problems on the filing. Seems a little bored with the multiple listings.	Will complete a filing practice set which includes, alphabetical, numeric, geographic, and subject filing.
2. Files incoming and outgoing correspondence.	X			
3. Retrieves materials.	X			

9.10

EXPERIENCES AND TRAINING NEEDED	ON JOB	IN CLASS	ON-JOB EVALUATION	INDIVIDUAL RELATED INSTRUCTION
4. Sets up new contract file folders when needed.	X			
5. Files newsletters for surrounding counties.	X			
6. Files Lusk's report for surrounding counties.	X			
Handling Mail				
1. Uses zip code directory when typing letters.	X		10 - 1 No problem with the mailing.	Unit on Mail Handling.
2. Uses postal scale to determine postage needed for outgoing mail.	X			
3. Takes mail to mailbox at end of day.	X			
Receptionist				
1. Greets visitors and introduces them to salespersons and brokers.	X		10 - 1 Handles visitors well, is very tactful.	Case studies and problem situations in working with the public.
2. Logs in names of visitors.	X			
3. Handles inquiries or requests when appropriate.	X X			

9.11

EXPERIENCES AND TRAINING NEEDED	ON JOB	IN CLASS	ON-JOB EVALUATION	INDIVIDUAL RELATED INSTRUCTION
Telephone				
1. Receives calls and records messages and logs in calls in book.	X		10 - 1 Seems a bit unsure of herself. Needs to develp confidence on phone. Has gotten phone numbers reversed a couple of times.	Unit on telephone usage and cases in handling clients tactfully and courteously.
2. Transfers calls to personnel within the office.	X			
3. Secures information via telephone.	X			
4. Refers to telephone file for numbers of clients.	X			
5. Places local calls and gives information to clients.	X			
6. Exercises tactfulness in talking with callers on the phone.	X			
Duplication				
1. Operates Toshiba fax, which includes changing paper and adding fluid.	X		11 - 2 No problem with the copying. Keeps everything up to date.	Uses the fluid duplicator and the mimeograph.
Housekeeping				
1. Fills coffee pot, washes spoons, and cleans up coffee counter.	X			

EXPERIENCES AND TRAINING NEEDED	ON JOB	IN CLASS	ON-JOB EVALUATION	INDIVIDUAL RELATED INSTRUCTION
Miscellaneous				
1. At the end of the day, she a. locks safes b. closes drapes in suite c. covers typewriters d. locks office and sometimes locks building e. checks heaters to see if they have been turned off f. turns off lights g. turns off radios	X		1 - 20 No problems here.	

9.13

COOPERATIVE OFFICE EDUCATION
EMPLOYER EVALUATION REPORT

FIRM ______________________________ DATE ______________________________

SCHOOL ______________________________ TRAINEE ______________________________

TRAINING SPONSOR ____

Your evaluation of the student-trainee enables us to provide better instructional training. Your rating is used in determining the student's nine-week grade. Please circle the following traits as: 0—unsatisfactory; 1—fair; 2—good; 3—excellent.

(If not applicable, circle NA)

Personal Traits

Grooming	0 1 2 3
Suitability of dress	0 1 2 3
Personal hygiene	0 1 2 3
Personality	0 1 2 3
Speech	0 1 2 3
Interest in work	0 1 2 3
Cooperation	0 1 2 3
Initiative	0 1 2 3
Adaptability-flexibility	0 1 2 3
Reliability	0 1 2 3
Tact	0 1 2 3
Dependability	0 1 2 3

Ability to:

Follow directions	0 1 2 3
Understand instructions	0 1 2 3
Take criticism	0 1 2 3
Attend to details	0 1 2 3
Keep at the job	0 1 2 3
Get along with others	0 1 2 3
Use good judgment	0 1 2 3

Skill Performance

Typewriting	0 1 2 3 NA
Shorthand	0 1 2 3 NA
Filing	0 1 2 3 NA
English usage	0 1 2 3 NA
Spelling	0 1 2 3 NA
Punctuation and capitalization	0 1 2 3 NA
Proofreading	0 1 2 3 NA
Office machines:	
Adding	0 1 2 3 NA
Calculating	0 1 2 3 NA
Duplicating	0 1 2 3 NA
Transcribing	0 1 2 3 NA
Word Processor	0 1 2 3 NA
Recordkeeping	0 1 2 3 NA
Penmanship	0 1 2 3 NA

Business Techniques

Use of telephone	0 1 2 3
Use of supplies	0 1 2 3
Meeting people	0 1 2 3
Office housekeeping	0 1 2 3
Knowledge of job	0 1 2 3

Times absent this evaluation period __________

Times late __________

Overall rating of student-trainee. Please circle one:

3 Excellent   2 Good   1 Fair   0 Unsatisfactory

Comments that would assist the coordinator in student training:

____

____

Has this report been discussed with the student trainee? _____ Yes _____ No

____
Signature of Rating Official

____
Title

____
Student's Signature

____
Date

LEARNING ACTIVITY 3

PREPARING REPORTS

Periodically during the year each coordinator must complete and submit certain reports to the Business Education Service, Virginia Department of Education. In this activity, you will become acquainted with the reports, review the purpose of each, and examine sample reports that have been completed.

Vocational Education Monthly Plan and Report

The Vocational Education Monthly Plan and Report is completed each month by teachers with released time for coordination and teachers on extended contracts. Study the completed report on pages 9.17 and 9.18. Notice that on Side 1 plans for the coming month are listed. The report was completed for March; therefore, the activities listed on Side 1 are for April.

On Side 2 of the report activities for the month just ended are listed in diary form. You must keep a daily log of your activities so that you can complete this report accurately at the end of the month.

Local Travel Expense Reimbursement Voucher

As a coordinator, a portion of your local travel is reimbursed by the Business Education Service, Virginia Department of Education. You must request reimbursement in the manner prescribed by your local school division and should record your local travel on a convenient form. The form on page 9.19 while not required, is useful for this purpose.

Note that the form has been completed for the month of March. The form coordinates with the Vocational Education Monthly Plan and Report form on pages 9.17 and 9.18. Notice that the Vocational Education Monthly Plan and Report shows that on March 9 appointments were kept at the Defense Logistics Agency. Therefore, on the travel expense voucher for March 9 the mileage to and from this agency is reported.

Annual Earnings Report

At the end of the year, you will be asked to complete an Annual Earnings Report. You will record where all students were employed for the year as well as their job title, hourly rates, and total earnings. Study the completed report on page 9.20. Information needed to complete this report can be obtained from your students' Weekly Report of Training, which was introduced on page 7.27 of "Completing Training Plans," Module 7.

Annual Report

The business education department report, although optional, is strongly recommended by the Business Education Service, Virginia Department of Education. It gives you and the other business teachers a chance to let your school administration know what you have done. An outline of topics to be covered is shown below. The report can also be used for other public relations purposes.

BUSINESS EDUCATION DEPARTMENT

ANNUAL REPORT

I. *PURPOSES OF THE DEPARTMENT*
   A.
   B.

II. *PHYSICAL PLANT*
   A. Present Facilities
   B. Recommendations for Improvement
      1. Capital Outlay—Additional Facilities Needed
      2. Service and Repairs

III. *CURRICULUM*
   A. Improvements Made During the Present School Term
   B. Recommendations for Improvement

IV. *STUDENT DATA*
   A. Enrollment
   B. Earnings
   C. Graduates
   D. Placement Service
   E. Follow-Up
   F. Recruitment
   G. Prospects for Coming School Term
   H. Recommendations

V. *STAFF*
   A. Qualifications of Present Staff
   B. Activities of Present Staff
   C. Recommendations

VI. *PUBLIC RELATIONS*
   A. Within the Department
   B. With Administration
   C. With Other Departments of School
   D. With Community
   E. Recommendations for Improvement

VII. FBLA ACTIVITIES

VIII. *SUMMARY*

You should now be able to meet Objective 8 of this module.

DECISION

Can you meet the objectives in this module?

YES. Proceed to the Criterion Test for this module.

NO. Review the Learning Activities in this module.

DUE 5th OF EACH MONTH

Make 4 copies and send
1 to Principal
1 to State Supervisor
Vocational Director
1 to Area
Keep 1 copy for files

VOCATIONAL EDUCATION MONTHLY PLAN AND REPORT TO BE COMPLETED BY TEACHERS WITH RELEASED TIME AND/OR EXTENDED CONTRACTS

REPORT FOR MONTH OF ____________

NAME ____________________________

SCHOOL ____________________________

DIVISION ____________________________

COURSE TITLES Clerk-Typist II & Steno II

Program Field: (Check One) A. Ed. ☐ B. Ed. ☐ D. E. ☐ H. E. Ed. ☐ T. I. Ed. ☐

ACTIVITIES PLANNED FOR COMING MONTH

INSTRUCTION In-school/Adult	1. Typewriting drills and five-minute timings for civil service 2. Complete the business law unit 3. Legal typing project 4. Begin the end-of-year simulations
COORDINATION Program, Student or Adult	1. Attend coordinators' meeting at Oakton High School on April 19 2. Begin finding placements for COE students who have enrolled in the program for next year 3. Visiting training stations.
CO-CURRICULAR ACTIVITIES	1. Prepare students for state competitive events 2. Supervise field trip to Pentagon 3. Attend State Leadership Conference in Richmond 4. Attend monthly business meeting
PUBLIC RELATIONS AND PROFESSIONAL DEVELOPMENT	1. Conduct a job interview presentation for all interested juniors and seniors in Media Center two periods on April 13 2. Attend Gregg Shorthand Workshop at Falls Church High on April 18 3. Attend COE task force meeting in Richmond on April 26-28
GUIDANCE	1. Counsel juniors who will be in the COE Program next year 2. Continue to counsel seniors about full-time jobs after graduation

COMMENTS/QUESTIONS ____________________________

MONTHLY ACTIVITIES REPORT

(To be completed by Teacher-Coordinators)
Report activities for the month just ending by the day.

Total coop students: 19
Total coop students working: 19

	Monday	Tuesday	Wednesday	Thursday	Friday
1st WEEK			1 Typed list of COE applicants for guidance; typed travel reimbursement form for January and February; wrapped March of Dimes film for mailing; daily planning	2 Typed monthly report for February; prepared student interims; attended Job Placement committee meeting here at school	3 SNOW DAY Worked at home on State COE Handbook; wrote letters to two committee members and read two modules.
2nd WEEK	6 Worked on state COE handbook; called for appointments with training sponsors; FBLA work; attended faculty meeting	7 Helped administer the civil service test; interviewed COE applicants for next year; student evaluation and daily planning; typed FBLA registration	8 Got ready for visits tomorrow and Friday; interviewed COE applicants for next year; conference with parent; planning and evaluation	9 SNOW DAY Kept appointments at Defense Logistics Agency; visited three training sponsors and was given a tour through some new offices	10 Talked with former students about job vacancies; visited training sponsor at Shannon Luchs Realty and at National Technical Information Service
3rd WEEK	13 Checked the FBLA yearbook; read student's speech for Nova event; called for appointments with training sponsors; planning	14 FBLA work; student evaluation; conference with counselor; visited training sponsor at EBSCO Subscription Service; attended FBLA Energy program at Langley High School	15 Made training sponsor appointments for next week; attended county COE Coordinators' meeting at Lee High School	16 Conference with student; prepared transparency for law lesson; visited training sponsor at Fairfax County Financial Services	17 Evaluated typing simulation, machine transcription letters, and shorthand letters; checked on absent students
4th WEEK	20 Typed FBLA state acceptance form; re-read state conference materials; conference with COE student; attended departmental meeting	21 Put up bulletin board in classroom; typed FBLA state conference registration form and hotel reservation form; visited training sponsor at Suburban Savings & Loan	22 Worked on state COE handbook; made training sponsor appointments for next week; arranged for classroom observation by administrator	23 Conference with student; visited training sponsor at the law firm of Charles R. Langen and at Rolf Jensen & Associates; worked on COE handbook	24 Visited the training sponsors of four students at the Pentagon; while there arrange for FBLA members to tour the Pentagon
5th WEEK	27 Typed field trip request form; phone conference with two parents; attended faculty meeting; state COE handbook	28 Conference with student; conference with administrator; visited training sponsor of two students at Fairfax Water Authority	29 Typed March of Dimes state report; typed administrative leave request and out-of-county travel request; state COE handbook	30 Called employer about summer job; visited training sponsor at Century 21 Realtors and at Area II Special Education Office	31 Called employer about part-time job; talked with the juniors about jobs visited training sponsor at Computat

9.18

FORM DVE-100

Make 4 copies
1 for School Files
2 for Superintendent's Office
1 to be forwarded to State Office along with requisition for reimbursement
1 to be retained in Superintendent's Office
1 for Local Supervisor of Director of Vocational Education

(Check One)
Ag. Ed.
Bus. Ed. X
D. Ed.
H. Ec. Ed.
In. Arts
T & I Ed.

LOCAL TRAVEL EXPENSE REIMBURSEMENT VOUCHER

Itemized daily travel statement of expenses incurred in connection with Vocational Education Programs At:

School Springdale *Division* Fairfax *Teacher/Coordinator* Mrs. R.

Period covered by this voucher: *From* March 9 1979 *To* March 31 1979.

(1) DATE	(2) NATURE OF EXPENDITURES AND PURPOSE *(Give Name, Place, Purpose of each visit)*	(3) MILES TRAVELED	(4) OTHER EXPENSES *(Specify Col.2)*
3/9	Defense Logistics Agency at Cameron Station to visit three training sponsors	38	
3/10	Shannon and Luchs Realty and National Technical training sponsor	12	
3/14	EBSCO Subscription Service in Springfield to visit training sponsor	6	
3/15	Lee High School in Springfield for monthly coordinator's meeting	16	
3/16	Financial Services Division of Fairfax County Schools in Fairfax to visit training sponsor	14	
3/18	3808 Terrace Lane, Annandale to pick up student to go to Nova for FBLA Spring Conference	31	
3/21	Suburban Savings and Loan in Annandale to visit training sponsor	3	
3/23	Charles R. Langen and Rolf Jensen & Associates in Annandale to visit training sponsors	1	
3/24	To George Mason Drive in Arlington to catch bus to Pentagon to visit four training sponsors	14	1.10
3/28	Fairfax County Water Authority in Fairfax to visit the training sponsor of two students	10	
3/30	Century 21 Realtors in Burke and Key Intermediate School in Springfield to visit two sponsors	23	
3/31	C. C. H. Computax in Vienna to visit training sponsor	10	
	TOTALS PAGE 1	178	1.10
	TOTALS PAGE 2		
	GRAND TOTALS	178	1.10

Signed ______________________
(Teacher/Coordinator)

Approved ______________________
(Principal)

Summary: Total Miles	178	@ .15	$26.70
Other			$1.10
GRAND TOTAL			$27.80

185

BES 107
11/74-1000

ANNUAL EARNINGS REPORT

Cooperative Office Education Students 19 ___ - 19 ___ Session

School Mayfield High School
City or County Wake
Coordinator Mrs. Ruby Monroe
Total Students listed 19
Total Earnings $43,857.48

NAME	EMPLOYER	JOB TITLE	HOURLY RATES	TOTAL EARNINGS
Student A	Dept. of Defense	Clerk-Typist	$2.79; 2.99	$3,588.21
Student B	Fairfax County	Accounting Clerk	3.10	3,088.46
Student C	Acme Builders	Clerk-Typist	3.25	3,250.00
Student D	Dept. of Navy	Clerk-Typist	2.79; 2.99	3,408.20
Student E	ABC Realty, Inc.	Receptionist	2.65	2,120.00
Student F	Water Authority	File Clerk	2.93; 3.09	1,543.08
Student G	Defense Logistics	Clerk-Typist	2.79; 2.99	1,846.32
Student H	Water Authority	File Clerk	2.93; 3.09	1,254.92
Student I	Fairfax County	Clerk-Typist	3.10	2,443.93
Student J	Suburban Savings & Loan	File Clerk	2.50; 2.65	2,110.02
Student K	Defense Logistics	Clerk-Steno	2.79; 2.99; 3.38	1,980.05
Student L	C. & R. Insurance	Office Clerk	2.50; 3.00	2,665.35
Student M	L. M. Jones	Stenographer	2.65	2,002.03
Student N	Subscription, Inc.	Receptionist	2.35; 2.65; 2.80	1,367.11
Student O	Dept. of Navy	Clerk-Steno	3.16; 3.38	2,194.48
Student P	Smith's Termite & Pest Control	Secretary	2.75; 3.00	2,875.00
Student Q	C. R. Logan	Receptionist	3.25; 3.68	2,675.00
Student R	Commerce Dept.	Clerk-Typist	2.79; 2.99	2,335.09
Student S	Tax Service	Office Clerk	2.65	1,110.23

MODULE 9 CRITERION TEST

Respond to the following items.

1. On the attached monthly calendar, organize and plan the following in-school and out-of-school activities for the month:
   - A. Visits to the work-training stations of 15 students.
   - B. Conferences with each of the students visited.
   - C. Completion of monthly reports.
   - D. Phone calls to arrange appointments for office visits.
   - E. Daily planning
   - F. FBLA activities.
   - G. Adjustments to training plans.
   - H. One county coordinator meeting, two faculty meetings, two departmental meetings, and one Business Education Advisory Committee Meeting.
   - I. Interviews, testing, and placement of two new students.
2. What five items would you take with you on an initial training station visit after a student has been selected for the job.
3. Give three purposes for visiting a training station. Explain how you would prepare for each type of visit.
4. After analyzing the attached training plan from Nancy White and the attached script of the coordinator's office visit, respond to the following:
   - A. Give evidence to show that the training plan is being used by the training sponsor.
   - B. Give evidence to show that the training plan is being used by the coordinator.
   - C. Identify the related training units which are being used to contribute to the student's success on the job.
   - D. Identify the kinds of experiences being provided to contribute to the student's training objective.
   - E. Identify weaknesses pointed out by the training sponsor.
5. Nancy's classroom performance merits a grade of "C." Examine the attached Employer Evaluation Report to see how Nancy's training sponsor rates her on job performance.
   - A. Assign and justify a final grade.
   - B. Identify two areas of related training you would develop to help Nancy perform better on the job.
6. Joe White is unhappy with his job because he isn't challenged. He was hired as a clerk-typist, and his work consists mostly of xeroxing and running errands. He wants to be moved to a new training station.
   - A. Give the steps necessary to resolve the above problem.
   - B. Give a possible solution to the problem.
7. Kay West has a trainee position as a Payroll Clerk. She processes records that are going to and coming from the computer center. She is not familiar with most of the forms and is having great difficulty retrieving information for her reports. She doesn't understand some of the computer terms her supervisor uses, and she is becoming very frustrated with the job. She has discussed the problem with her coordinator, who is trying to decide which of the following things to do:
   - A. Remove Kay from the job.
   - B. Ask the supervisor to give Kay a job that is not as difficult as the one she has.
   - C. Study the job and develop individualized related training for Kay to help her understand the terms and the forms.
   - D. Tell the supervisor Kay is having difficulty and will need some explanation and special training on the forms and the terminology.
   - E. None of the above.

   Which of the above solutions would you choose to help Kay solve the problem? Explain.
8. Identify the four reports that are completed by the Coordinator and briefly describe the purpose of each.

To evaluate your performance on the Criterion Test, proceed to the Model Answers.

SCRIPT OF A COORDINATION VISIT

Coordinator: I am Charles West, Nancy's coordinator from Maple Heights High School.

Training Sponsor: Hello, I'm Max Walters, come in and have a seat.

Coordinator: The main purpose of my visit today is to discuss Nancy's duties and find out how she is performing. If it is okay, we can use her training plan as a reference for our discussion.

Training Sponsor: That will be fine.

Coordinator: Nancy seems to have a lot of responsibilities relating to using the phone. How has she adjusted to the use of the phone?

Training Sponsor: She has a few problems learning the extensions and the names of the people in the branch and their functions. We gave her a couple of days instruction on the mechanics of the phone, and we have worked with her on the duties of the analysts. She has compiled a list of the names of the people in the branch and their extensions. It was an adjustment learning to receive calls for five analysts with the phone ringing on two or three lines at once. Nancy is very tactful. She gets complete messages, and she seems to be more relaxed on the phone now than she was in the beginning.

Coordinator: That's good to hear. We have just finished a unit on the use of the telephone in class, and Nancy seemed to feel confident in the use of the phone.

Training Sponsor: Nancy has been typing a lot lately. She is typing some tabulation work using codes and abbreviations. She also types correspondence, memos, and drafts. Nancy's speed and accurancy are good. She could use some help in arranging tables and making neater corrections. It would be helpful, too, if Nancy had some familiarization with data processing terminology. Maybe we should add that to her training plan.

Coordinator: I am working with Nancy on some statistical and report typing. I will set up a basic data processing unit for her and include some terminology.

Training Sponsor: Do you have a keypunch machine in the classroom?

Coordinator: Yes, we do have an older machine, and I can arrange for Nancy to take that unit if it will be useful.

Training Sponsor: If she had this training, she could help the analysts some with their corrections.

Coordinator: What else has Nancy been doing?

Training Sponsor: We are introducing Nancy to our filing system. We did include that on her training plan, but we haven't gotten into it much yet.

Coordinator: That is numeric filing, isn't it?

Training Sponsor: Yes. She hasn't had any problems so far in the filing, but, as I said, we haven't gotten into it much yet.

Coordinator: We will get Nancy started on some filing in the classroom. Maybe that will help her adjust to your system better.

Training Sponsor: Nancy is still doing a great deal of xeroxing and gets supplies for the office.

Coordinator: Have you observed any other weaknesses with which I could help her?

Training Sponsor: No. Nancy has adjusted well; she is well liked in the office. Her attendance has been good, and we are real pleased to have her.

Coordinator: I appreciate the time you have taken with me and the thoroughness of your evaluation. Please send the evaluation form back to me by Nancy by the middle of next week. You may discuss your evaluation with her, and I will discuss it with her also for the purpose of adjusting her training plan.

Training Sponsor: I will get the form back to you by then, and I will discuss it with Nancy.

Coordinator: Would you mind if I observe Nancy at her desk for a few minutes and see some of the tasks she is performing?

Training Sponsor. That will be fine. I will see you on your next visit. Thanks for coming.

DUE 5th OF EACH MONTH

Make 4 copies and send
1 to Principal
1 to Local Supervisor
or Vocational Director
1 to State or Area
Supervisor
Keep 1 copy for files

VOCATIONAL EDUCATION MONTHLY PLAN AND REPORT TO BE COMPLETED BY TEACHERS WITH RELEASED TIME AND/OR EXTENDED CONTRACTS

REPORT FOR MONTH OF ______________

NAME ______________________________

SCHOOL ______________________________

DIVISION ______________________________

COURSE TITLES ______________________________ Comb. ☐

Program Field: (Check One) A. Ed. ☐ B. Ed. ☐ D.E. ☐ H. E. Ed. ☐ T.I. Ed. ☐

ACTIVITIES PLANNED FOR COMING MONTH

INSTRUCTION (In-school/Adult)	
COORDINATION (Program, Student or Adult)	
CO-CURRICULAR ACTIVITIES	
PUBLIC RELATIONS AND PROFESSIONAL DEVELOPMENT	
GUIDANCE	

COMMENTS/QUESTIONS ______________________________

____

____

INDIVIDUALIZED TRAINING PLAN

Name Nancy White Job Title Clerk-Typist

Firm U. S. Patent and Trademark Office Training Sponsor Max Walters

Student's Career Objective Clerk-Typist

9.25

EXPERIENCES AND TRAINING NEEDED	ON JOB	IN CLASS	ON-JOB EVALUATION	INDIVIDUAL RELATED INSTRUCTION
Job Orientation				
Explanation of office procedures, pay periods, fringe benefits, job duties, sick leave, etc.	X		Nancy has adjusted well, shows maturity on handling office situations, and is well liked by the staff.	Interview training, completion of application forms, discussion of job adjustments and behaviors, case studies, examples and class exercises.
Interview training, discussion of job adjustments and behaviors, public relations, human relations, and job advancement.		X		
Receptionist Duties				
Proper use of telephone, office extensions, and intercom system; how to be tactful and take messages properly. messages properly.	X	X	She had a little trouble getting used to the telephone extensions and learning the responsibilities of each staff member, but she has adjusted readily.	Telephone unit on proper use of phone, courtesy, tactfulness, taking messages, and dealing with the public in difficult situations.
How to deal with co-workers and superiors, how to set priorities in work assignments.	X	X		
Typewriting				
How to set up tabulations and statistical reports.	X	X	Nancy needs a little practice on typing tables and statistical reports	Unit on statistical typing with tabulations and forms. Drill work on typing numbers and symbols.
How to translate information from codes used by programmers.	X			
How to type letters, memos, and how to make neat corrections.	X	X		
How to make neat corrections.		X	She could use additional practice in making corrections	Correction drills and speed and accuracy drills.

EXPERIENCES AND TRAINING NEEDED	ON JOB	IN CLASS	ON-JOB EVALUATION	INDIVIDUAL RELATED INSTRUCTION
Duplicating				
How to use xerox machine.	X		She xeroxes several copies each day.	No xerox available; review of other types of duplication.
Supplies Distribution				
Familiarity with supplies distribution center and how to obtain supplies from center.	X		Nancy was taken on a tour of the Supplies Center and learned the procedure for obtaining supplies.	Training on filing rules, organization of files, and exercises in alphabetic, numeric, and correspondence filing.
Filing				
How to file alphabetically and numerically. How to use Patent Office Filing System.	X	X		
Keypunch				
Needs to know the keypunch operation and how to make corrections in cards.	X	X	If Nancy could keypunch, she could make corrections for the analysts.	Will have training on keypunch, how to set up a program card and make corrections on cards.
Data Processing				
Needs knowledge of basic data processing terminology, how cards are set up, and how to read a computer printout.	X	X	Some data processing terminology would be helpful for Nancy's understanding of her work.	Basic unit on data processing terminology and introduction to computers.
Other			A review of punctuation would be helpful in Nancy's proofreading rough draft copy.	Exercises in punctuation, capitalization, and correct grammatical usage.

COOPERATIVE OFFICE EDUCATION
EMPLOYER EVALUATION REPORT

FIRM U. S. Patent & Trademark Office

DATE November 10, 19——

SCHOOL Maple Heights

TRAINEE Nancy White

TRAINING SPONSOR Mr. Max Walters

Your evaluation of the student-trainee enables us to provide better instructional training. Your rating is used in determining the student's nine-weeks grade. Please circle the following traits as: O-unsatisfactory; 1—fair; 2—good; 3—excellent.

Personal Traits

Grooming	0 1 2 [✓ 3]
Suitability of dress	0 1 2 [✓ 3]
Personal hygiene	0 1 2 [✓ 3]
Personality	0 1 2 [✓ 3]
Speech	0 1 2 [✓ 3]
Interest in work	0 1 2 [✓ 3]
Cooperation	0 1 2 [✓ 3]
Initiative	0 1 2 [✓ 3]
Adaptability-flexibility	0 1 2 [✓ 3]
Reliability	0 1 2 [✓ 3]
Tact	0 1 2 [✓ 3]
Dependability	0 1 2 [✓ 3]

Ability to:

Follow directions	0 1 2 [✓ 3]
Understand instructions	0 1 2 [✓ 3]
Take criticism	0 1 2 [✓ 3]
Attend to details	0 1 2 [✓ 3]
Keep at the job	0 1 2 [✓ 3]
Get along with others	0 1 2 [✓ 3]
Use good judgment	0 1 2 [✓ 3]

Skill Performance

(if not applicable, circle NA)

Typewriting	0 1 [✓ 2] 3 NA
Shorthand	0 1 2 3 [✓ NA]
Filing	0 1 2 3 [✓ NA]
English usage	0 1 2 [✓ 3] NA
Spelling	0 1 2 [✓ 3] NA
Punctuation and capitalization	0 1 [✓ 2] 3 NA
Proofreading	0 1 2 [✓ 3] NA
Office Machines:	
Adding	0 1 2 3 [✓ NA]
Calculating	0 1 2 3 [✓ NA]
Duplicating	0 1 2 [✓ 3] NA
Transcribing	0 1 2 3 [✓ NA]
Word Processor	0 1 2 3 [✓ NA]
Recordkeeping	0 1 2 3 [✓ NA]
Penmanship	0 1 2 3 [✓ NA]

Business Techniques

Use of telephone	0 1 [✓ 2] 3
Use of supplies	0 1 2 [✓ 3]
Meeting people	0 1 2 [✓ 3]
Office housekeeping	0 1 2 [✓ 3]
Knowledge of job	0 1 [✓ 2] 3

Times absent this evaluation period 0

Times late 0

Overall rating of student-trainee. Please circle one:

[✓ 3 Excellent] 2 Good 1 Fair O Unsatisfactory

Comments that would assist the coordinator in student training:

Nancy has adapted extremely well and is progressing well in learning her new duties. It would be helpful for Nancy to have some background in data processing.

Has this report been discussed with the student trainee? X Yes ___ No

Signature of Rating Official

Title

MODULE 9 MODEL ANSWERS

If your responses cover the same *major* points as those shown below, you should judge yourself as having met the objectives.

1. Attached is a sample calendar showing how an experienced coordinator might plan the monthly activities. Observe the following points:

   *A rule of thumb is to spend three days each week in the office and two days performing coordination activities.

   *Coordination appointments should be planned at least a week in advance of the visit.

   *Student conferences should be held the day following the office visit. If no other time can be arranged, this can be held during class.

   *If the training plan needs to be adjusted, this should be done immediately after the office visit.

2. The following items should be taken with you on the first visit to the training station:

   a. Training Sponsor's Guide (if one is available)
   b. Parent/Guardian Agreement
   c. Employer Agreement
   d. Training Plan
   e. Employer Evaluation Report

3. Listed below are three purposes for visiting a training station and the preparation needed for each.

   a. *Evaluation* - An evaluation visit is needed once each grading period. Go prepared to explain the Employer Evaluation Report and evaluation procedure to the training sponsor. Because the training sponsor will probably not be familiar with grading students, you will need to assist in the evaluation process. You will need to explain how the Employer Evaluation Report will be used. If the training sponsor prefers to complete the report in privacy, you will need to establish a procedure for returning the report to you.

   b. *Acquaint the Employer with Related Training* - Carry a program outline and the student's training plan. Discuss classroom training and procedures for introducing related training as needed. Solicit suggestions from the training sponsor and express your desire to obtain any forms or reference materials that would assist you in planning related classroom instruction for the student.

   c. *Student Problems* - Get details of the problem as the student sees it. If the problem involves the school-employer agreement, take a copy of the agreement along. Prepare to be objective and don't go to the training station with prejudices or biases, for you have only heard the student's side.

4. A. The training sponsor discussed the training plan and mentioned areas of training included, such as typing duties, telephoning, and filing. He also suggested adding data processing terminology and keypunch to the training plan.

   B. The coordinator had included areas of related training on the training plan and discussed changes to be made in the training plan, such as additional typing, telephone unit, filing unit, etc.

   C. Telephone training, typing of various forms, letter typing, filing, xeroxing, working with the public, etc.

   D. Typing forms, tabulations, statistical typing, telephone training, training in filing.

   E. Arrangement of tables prior to typing and lack of knowledge of data processing terminology.

5. A. Nancy earned a classroom grade of "C". Because the employer's rating is excellent, you should probably give an overall grade of "B".

   B. Additional training is needed in typing tables and in data processing terminology.

6. A. Steps that an experienced coordinator might follow in dealing with the problems are:

   (1) The student should discuss the problem with the coordinator.

   (2) The coordinator should make an appointment to discuss the problem with the training sponsor.

   (3) The student, coordinator, and training sponsor should discuss all alternatives to the problem such as changing the duties of the student, transferring the student to another office, removing the student from the job, etc.

   (4) They should weigh the value of each solution in terms of what it does to the student, the program, and the employing organization.

   (5) They should determine the good, better, and best choices and any choices that cannot be accepted.

   (6) They should develop a plan of action that is acceptable to all.

   (7) Carry out the plan.

   (8) Follow up at a later date to see if the plan is working.

   B. The coordinator should check the training plan to see what duties Joe was hired to perform and take the training plan to the office to discuss with the training sponsor. The training sponsor should be reminded tactfully of the duties included in the training plan. Together they should determine more varied and challenging duties for Joe.

7. C and D. The student may have been placed in a job where prior training in data processing was needed, and it may be too difficult. If related classroom training does not prove to be helpful, it may be necessary to place the student on another job.

8. Below are the reports you should have listed and the purpose of each.
   (1) The Vocational Education Monthly Plan and Report enables you to show in diary form your activities for the month just ended and to list general plans for the coming month.
   (2) The Local Travel Expense Reimbursement Voucher is completed to enable your local school division to be reimbursed for your local travel.
   (3) The Annual Earnings Report informs Business Education Service of where your students were employed, their wages per hour, and their total earnings for the year.
   (4) The Annual Report informs administrators and the Business Education Service of your accomplishments for the year.

DECISION

If your performance on the Criterion Test is evaluated as satisfactory, you have completed this module.

If your performance is not satisfactory, you should do the following to correct deficiencies:

1. Restudy the Learning Activities in this module.
2. Study the Additional Resources listed.

ADDITIONAL RESOURCES

1. *Cooperative Office Education*. Columbus, OH: Business and Office Education Service, Division of Vocational Education, State Department of Education. Chapter 5.

2. Meyers, Warren G., Lucy C. Crawford, and Mary K. Klaurens. *Coordination in Cooperative Vocational Education*. Columbus, OH: Charles E. Merrill Publishing Co., 1975. Chapter 10.

3. Mitchell E. F., *Cooperative Vocational Education*. Boston, MA: Allyn and Bacon, Inc., 1977. Chapters 6, 11, and 17.

4. Stadt, Ronald W., and Bill G. Gooch. *Cooperative Education*. Indianapolis, IN: Bobbs-Merrill Co., Inc., 1977. Chapter 13

MODULE 10
SPONSOR DEVELOPMENT

RATIONALE

If the on-the-job portion of the cooperative educational program is to be truly cooperative and the work station placement is to be regarded as a bona fide training station, then an experienced employee of the employing organization must be designated to work with the student. This person, called the training sponsor, is a key individual in cooperative education and is paramount to the overall success of the program. In fact, failure on the part of the training sponsor to meet cooperative program standards can be as detrimental to the success of the program as to the inability of the student or incompetence of the coordinator. The willingness of an organization to hire cooperative students is not indicative of the quality of experiences and the training the student may receive while an employee of the organization. Unfortunately, some employers become involved in cooperative education because of the economic benefits their organization will derive from the participation. The educational benefits to the student become a secondary concern. Likewise, too many coordinators are often more concerned about getting students placed on the job than they are with the quality of the training stations. Still another factor that can impede a training station from becoming an educational laboratory is the lack of knowledge of the training sponsor about the role of the sponsor in such an educational endeavor. Once designated, most training sponsors will try to do what they believe is expected of them. Left on their own, however, with little direction from the coordinator, the actual training that is provided the student may leave much to be desired.

Cooperative education has suffered much criticism on this critical point; i.e., students do not receive any more training or instruction on the job in a cooperative program than they get in any other work placement program. Consequently, no difference exists between a cooperative program and any other work program. Therefore, special schedule and curriculum arrangements for students and coodinators are a waste of time and money.

Unless vocational coordinators make a concerted effort to put "theory into practice," cooperative programs will lose respect in the eyes of both community and fellow educators. Constant theoretical and philosophical defense of COE and other cooperative programs will be in vain. To put theory into practice, the coordinator must prepare a sponsor development plan to be used in working with the "downtown teacher." The plan will help the training sponsor provide meaningful experiences for the student in cooperative education.

Mason and Haines describe the sponsor development plan as a written plan that identifies what the coordinator must do to prepare the training sponsor to be a better teacher of the student-learner.[1] This module will help you learn what to include in the plan, and how a coordinator goes about executing such a plan.

Preparation of a sponsor development plan can be viewed in two stages: (1) training sponsor preparation, and (2) on-going sponsor development. Several strategies that can be used in executing the plan include interviews of individual visits, group conferences with several training sponsors, and written guidelines in the form of a sponsor training manual.

OBJECTIVES

1. Identify factors or circumstances which can impede the training station from becoming the bona fide educational laboratory desired in COE.
2. Describe the major criticism leveled against cooperative education and explain why you feel such criticism is or is not justified.
3. Describe what the coordinator can do to improve the educational significance of the on-job portion of the cooperative educational experience.
4. Define a sponsor development plan.
5. Identify the two major steps of a sponsor development plan.
6. Develop a comprehensive agenda of the topics you expect to discuss at the initial interview/group conference with the training sponsor(s).
7. Identify at least five major topics that require the coordinator's attention in the on-going stage of sponsor development.

DECISION

If you think you can meet the objectives, you may proceed directly to the Criterion Test.

Complete the Learning Activities if you do not believe you can meet the objectives.

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[1] Mason, Ralph E. and Haines, Peter G. *Cooperative Occupational Education and Work Experience in the Curriculum*. Danville, IL: The Interstate Printers and Publishers, Inc,. 1972.

LEARNING ACTIVITIES

1. Read "Training Sponsor Preparation," page 10.2.

> You can also benefit by listening to the tape program "Training Sponsor Development," which may be obtained on loan from the Business Education Service, Virginia Department of Education.

2. Read "On-Going Sponsor Development," page 10.3.
3. Read "Training Sponsor Manual," page 10.5.

LEARNING ACTIVITY 1

TRAINING SPONSOR PREPARATION

Training sponsor development will take place during the coordinator's first visit. This initial face-to-face contact is crucial to the success of sponsor development, for how the program is initially presented will ultimately determine the long-term relationship with the training sponsor. The preparation of the training sponsor for the role to be assumed sets the stage for all activities to be undertaken during the year.

The following are items that should be covered during the initial visit:

1. Orientation to Nature and Philosophy of COE
2. Training Sponsor's Role
3. Student's Role
4. School/Coordinator's Role

Orientation to Cooperative Education

The concept and philosophy of cooperative education should be covered thoroughly. This discussion establishes the foundation for successful operation of the program. Cushman's study on cooperative vocational education substantiates the importance of this discussion. In the study, Cushman contrasted expectations of students in cooperative programs with expectations of participating employers. He found that "students expected specific training for an occupation; academic credit for the work experience; varied and interesting work assignments; pleasant, fair, and helpful supervision; at least the minimum wage; and experience leading to further training. The expectations of employers were quite different. They expected the students to have the ability to perform a variety of tasks, to exhibit good work habits, and to display desirable personal attributes. The employers wanted the school to provide specific occupational training, effective coordination, and solutions to problems that might arise."[2] Butler and York, commenting on the Cushman study, note that the study identifies a most critical potential defect of cooperative education: "Employers viewed the student essentially as a part-time worker. . .students expected the experience to have educational significance."[3] Outlines of Cushman's study indicate how essential an orientation component is to the development of a viable training station. As emphasized by Mason and Haines, "everyone concerned must understand that the training station is to serve primarily as a training medium rather than merely as an opportunity for renumerative employment for the student or for an employer to obtain part-time help."[4] In the sponsor development plan, provision is made for this concept to be introduced and reiterated to training sponsors so that a thorough understanding of it can be gained by the training sponsor.

Although orientation to the philosophy of cooperative education should receive in-depth coverage during the initial visit (or group conference), other items should also be discussed briefly so that the training sponsor will be aware of the procedures under which COE operates. These include: 1) Training Sponsor's Role; 2) Student's Role; 3) School/Coordinator's Role.

Training Sponsor's Role

Training sponsors need and want to know what is expected of them while participating in the cooperative program. A brief discussion of the sponsor's major responsibilities is sufficient during the initial session.

Major Responsibilities of Sponsor

1. Orientation of student to the firm and the position.
2. Training and supervision of the student.
   a. Provide student with learn-by-doing experiences
   b. Teach specific skills and attitudes
3. Evaluation of student performance.
4. Counseling on job-related matters (Development of good work habits and attitudes—i.e., responsibility, dependability, etc).
5. Communication with coordinator about job-related matters concerning student-learner.

Student's Role and Responsibilities

What is expected of the student within the program is essential information for the sponsor to have. The sponsor must be aware of the policies and procedures that apply to the student as well as the fact that the student has been selected to participate in the program to further a particular career objective. The sponsor should encourage the student to acquire particular career skills on the job through practice under supervision.

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[2] Cushman, H. R. *The Concerns and Expectations of Prospective Participants in Directed Work Experience Programs*. Ithaca, NY: State University of New York, 1967.

[3] Butler, R. L., and York, E. G. *What Teacher-Coordinators Should Know About Cooperative Vocational Education*. Columbus, Ohio: ERIC Clearinghouse for Vocational and Technical Education, 1971.

[4] Mason and Haines, op. cit. page 219.

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Major Responsibilities of Student

1. Hours of work/school attendance
2. Academic credit earned
3. Adherence to specific school policies regarding participation in COE
4. Communication with teacher-coordinator and training sponsor regarding job-related matters

School/Coordinator's Role

The training sponsor also needs information about how the school experience and the teacher-coordinator fit into the cooperative partnership. Items that should be discussed include

1. Provision for Related classroom instruction (content and objectives of curriculum)
2. Coordinator's role
   a. as teacher
   b. as partner in cooperative enterprise (training plan)
3. Coordinator's visitation schedule
   a. preferred times established
   b. frequency of visits
   c. purpose of visits
4. Student organization — FBLA
5. Evaluation — of student and of total program
6. Reporting

GROUP SESSIONS

Although training sponsor preparation usually takes place during individual visits to each business, a school-sponsored group function where employers and/or training sponsors are brought together can prove beneficial. The purpose of such an activity may be for sponsors to hear a presentation on COE, to participate in a workshop, or simply to exchange ideas.

Ideally, such a session is scheduled as a luncheon or afternoon meeting held at the school or area vocational center. It should not be too long and probably will be well attended if held during the regular work week. The coordinator, of course, is responsible for making all the necessary arrangements and planning the agenda.

In large school systems, a joint activity with COE coordinators and training sponsors from several high schools may be advisable. The session can be planned by all or a committee of COE coordinators. With this type of session, training sponsors from all over the city can be brought together for discussion and interaction among themselves and with coordinators.

Several topics that lend themselves to this type of session:

1. Sponsor Preparation — held early in the year as an orientation
2. Instructional techniques workshop
3. Supervisory techniques with youth
4. Training sponsor's role in FBLA
5. Program evaluation

Group sessions have many advantages and should be considered as a strategy in implementing your sponsor development program.

LEARNING ACTIVITY 2

ON-GOING SPONSOR DEVELOPMENT

Once the foundation has been laid during the sponsor preparation phase, and the training sponsor is aware of the total approach in cooperative education, the coordinator must reinforce the concepts and assist the training sponsor in the performance of responsibilities as the "downtown teacher." This reinforcement and assistance is an on-going process and one that should be preplaced. It is carried on during the regularly scheduled visits of the coordinator to the training station. By means of observation and discussion with the student and training sponsor, areas of assistance needed by the training sponsor can be discovered. *Care should be exercised, however, not to imply that the training sponsor is lacking in skill as an instructor or supervisor and therefore needs training. Quite the contrary, a collegial relationship where the sharing of information and expertise will result in a team approach should be stressed.* If properly assisted by the coordinator, the training sponsor will acquire desired skills and knowledges without special effort.

Consideration during the on-going phase of the sponsor development program should be given to preparation and utilization of the training plan, instructional techniques, supervisory techniques, student evaluation, integration of FBLA activities, career awareness, and program evaluation.

Preparation and Utilization of the Training Plan

In the on-going sponsor development program, a thorough knowledge and understanding by the sponsor of the purposes of and techniques for use of the training plan are essential. After the initial conference are described in the "preparation" stage, emphasis is given to the development and use of the training plan. Acquaint the sponsor with what a training plan is and what purposes it serves. Next, the joint planning of the training plan with the student, sponsor, and coordinator should be accomplished. A working session with all three persons present will expedite this planning session. Finally, a short period should be devoted to a review of the training plan by the coordinator and the training sponsor.

Although the use of a training plan will be continuous throughout the time a student is with an organization, a specific visit early in the sponsor development program (August or September) should be devoted to an extensive discussion and development of the training plan. Involvement in the preparation of the training plan will help the sponsor become aware of the student's occupational goal. Also, the sponsor will then be more likely to provide adequate work activities and on-the-job instruction to assist the student in meeting individual objectives. (For additional information on training plan development, see Module 7.)

Instructional Techniques

The coordinator must realize that the occupational competence of the training sponsor does not ensure teaching competence. In fact, Warren Meyer noted the following: "...training sponsors often tend to assume that the learner can perform a task after being told and shown *once* how it should be done." [5]
Actually, students take from two to ten times longer to perform a task than is normally required by experienced workers. [6]

Sponsor development in instructional techniques will be an on-going process. In other words, an entire session will not usually be devoted to instructional techniques. Rather a sharing of information and spontaneous responses to a sponsor's manifested need will establish the format. This is easier said than done, for even though you have encouraged the training sponsors to discuss any concerns they may have regarding their instuctional roles, most will be reluctant to communicate their teaching deficiencies openly with the coordinator. Therefore, the coordinator, by means of observation and individual discussions with the training sponsor and the student must determine specific areas and topics where the training sponsor needs assistance.

The coordinator should avoid any implication that the training sponsor is incompetent as an instructor. The coordinator's task is to serve as a resource person to the sponsor, providing needed information and assisting the sponsor in fulfilling the responsibility as the "downtown teacher."

Supervision of Youth

Supervision is the general charge of overseeing the "cooperative" student on the job. For most students, the cooperative job is their first contact with the world of work. Therefore, the supervisory techniques used by the training sponsor in dealing with the student are part of the foundation of attitudes and work habits that influence a lifetime of work and interpersonal relationships of the student.

The training sponsor in conjunction with the COE coordinator must help develop and foster the work habits and attitudes that a good worker needs. As a supervisor, the training sponsor has the responsibility to be a constructive counselor to the student-learner and to help the young person adjust to and find satisfaction and reward in work. Many training sponsors, however, are unaware of the characteristics and behavior patterns of youth which make their supervision such a challenge. A training sponsor's success in supervision will depend on an understanding of what youth are like and application of the general principles of good supervision to youth on the job. The COE coordinator must assist the training sponsor in developing and adapting the general supervisory techniques that are most productive in dealing with the student.

Student Evaluation

Monitoring the progress of the student is a responsibility of the training sponsor. Many sponsors are reluctant, however, to be honest and realistic about the student under their supervision when they realize that their evaluation will be considered in assigning an academic grade for the COE experience. Nevertheless, the training sponsor needs to note an honest and forthright assessment of the student's strengths and weaknesses so that commendations and improvements can be made.

Ideally, evaluation should be a continuous process; i.e., when deficiencies are noted by the sponsor, an immediate informal session should be held to communicate the deficiencies to the student. Likewise, praise should accompany a task well done. The use of the "Evaluation" column on the training plan facilitates continuous assessment and use of this column by the training sponsor should be encouraged by the coordinator.

Formal evaluation or translating certain performances, work habits, and attitudes onto a rating scale sometimes is more difficult than informal evaluation. A recommended strategy is to discuss the "student's progress report" with the sponsor well in advance of the time it is to be completed. The sponsor will then become familiar with the form and be able to anticipate problems prior to its completion.

On coordination visits during the school grading period, particular strengths and deficiencies of the student should be discussed by the coordinator and training sponsor.

Strategies for improvement should be formulated and criteria for further assessment identified. Notation on the training plan is advised. The presence of the student at such a session is advisable.

At the time of the formal evaluation (completion of the "student progress report"), a coordination visit should be devoted entirely to the process. The coordinator will have an opportunity to work with the training sponsor in translating informal assessments into the more formal evaluation. At the same time, the coordinator will assist the sponsor in improving skills for evaluating student progress.

Integration of FBLA Activities

FBLA is an integral part of the total business education curriculum. As such, it is an important component of the COE experience. Most training sponsors are unaware of the existence of the student organization, its co-curricular nature, and the many activities sponsored by FBLA to achieve the objectives of leadership, skill, and citizenship development. Training sponsors need information about FBLA, what goals it tries to achieve, what kinds of activities students are involved in through FBLA, and how they, as training sponsors, can assist in the FBLA curriculum component.

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[5] Meyer, W., Klaurens, M., and Ashman, R. *A Guide for Cooperative Vocational Education*. Minneapolis: University of Minnesota, Division of Vocational and Technical Education, May, 1969.

[6] Stadt, Ronald W. and Bill G. Gooch - *Cooperative Education*. Indianapolis: Bobbs-Merrill Co., Inc. 1977, p. 239.

Although a discussion of the major goals, objectives, and activities of FBLA is one way to convey this information to the training sponsor, a superior method is to gain support for FBLA by inviting the sponsor to participate in the organization's activities. Attending regularly scheduled business meetings, being a guest speaker at a local meeting, serving as a judge in local competitive events, or chaperoning an FBLA-sponsored trip are examples of activities in which a training sponsor may participate. Involvement more than anything else will enhance the sponsor's understanding of FBLA and the sponsor's role in the organization. The coordinator, through the planned sponsor development program, promotes such involvement.

Career Awareness

In addition to the obvious anticipated outcomes of the COE experience, i.e., skill development and adjustment to the work environment, students should also become aware of the various careers available in the business and office occupations career cluster. Most students begin their COE experience believing that there are only a few occupations available to them: i.e., secretary, clerk-typist, or bookkeeper. Effort must be given to helping students become acquainted with the many occupations available within the career cluster. Although some activities directed toward this goal can be part of classroom instruction, a more desirable way to learn of office careers is through first-hand observation and exploration at the organization where the students are working. To provide such experiences for each student, the training sponsor and coordinator must plan the appropriate settings and desirable outcomes. These pre-planned experiences should be included in the training plan and may take various forms; i.e., a weekly or daily rotation for several weeks from one job to another for observation purposes or, as an alternative, an investigation by means of interview of the various duties and job responsibilities of persons in different positions within the organization.

Regardless of the strategy employed, the important concept is that training sponsors be cognizant that career awareness is a desired outcome of the total COE experience. Further, the coordinator is responsible to ensure that efforts are made to provide appropriate career awareness experiences for each student.

Program Evaluation

Not only must the coordinator be concerned about the evaluation of individual students, but also of the overall effectiveness of the total COE program. How is the COE program contributing to the success of the total business education program in the school?

One of the major components in this assessment is feedback from the persons who are closely involved in the program. In addition to feedback from students and graduates, employers and training sponsors must be given the opportunity to express their views of the strengths and weaknesses of the COE program. Much valuable feedback can be obtained by informal conversations with training sponsors on routine coordination visits. Likewise, a group meeting with several training sponsors and employers can facilitate an exchange of ideas that will provide worthwhile information for evaluation purposes.

Finally, a well-developed formal survey soliciting responses from employers and training sponsors can serve as a mechanism for program evaluation. The survey should be designed so that information secured will provide essential data necessary for the improvement, continuation, and expansion of the COE program. Sample cover letters, reminder letters, and survey forms to be used in following up with students and employers are included as Appendix E.

SPONSOR DEVELOPMENT CALENDAR

When preparing your sponsor development plan, a good practice is to plan a calendar of events that you expect to conduct during the school year. The use of a calendar will help space the activities throughout the year.

As noted in Learning Activity 1, sponsor preparation will be one of the first items on the calendar. A typical four-month calendar may look something like this:

AUGUST	Sponsor Preparation
(Interview or group session)	#Orientation to nature and philosophy of COE #Sponsor's Role #Student's Role #School/Coordinator's Role
SEPTEMBER	#Initial training plan development #Discussion of "student progress report" #Discussion of curriculum for first 6-weeks session
OCTOBER	#Open House at school for all training sponsors #Invitation to several sponsors to attend monthly FBLA meeting
NOVEMBER	#Luncheon/Workshop for sponsors Topic: Supervision of Youth

LEARNING ACTIVITY 3

TRAINING SPONSOR MANUAL

A worthwhile strategy to be employed in a sponsor development program is the development and use of a training sponsor manual. The manual should be an attractive booklet containing pertinent information needed by the training sponsor on a routine basis. Having the material arranged in an attractive format and organized in a way to facilitate ready reference is an asset to the training sponsor and a beneficial addition to your sponsor development program.

Typically, the manual will contain the following items:

1. A short explanation of the COE program
2. A copy of the employer/employee training agreement
3. A copy of the parent/student/agreement (or whatever form is utilized to delineate the policies applicable to the cooperative student)
4. An on-the-job orientation checklist (See Appendix D)
5. A sample training plan
6. A curriculum outline—topics to be covered in class
7. Pertinent FBLA information
8. A copy of the student evaluation form
9. Other helpful information such as:
    a. "Four Step Teaching Approach" (See Appendix B)
    b. "Supervisory Tips for Training Sponsors (See Appendix C)
    c. School Calendar
    d. Labor law information
    e. School and coordinator's names and telephone numbers

Many school divisions have developed attractive training sponsor manuals. Two of these are Virginia Beach Public Schools and Petersburg Public Schools. Copies can be obtained free or for a nominal charge by writing the Business Education Supervisor in either city.

DECISION

Can you now meet the objectives?

YES. Proceed to the Criterion Test for this module.

NO. Review the Learning Activities in this module.

APPENDICES

Appendix A — Additional Ideas for Sponsor Development

Appendix B — Four Step Teaching Approach

Appendix C — Supervisory Tips for Training Sponsors

Appendix D — Orientation Checklist

Appendix E — Sample Cover Letters, Reminder Letters, and Survey Forms for Follow up With Students and Employers

APPENDIX A

ADDITIONAL IDEAS FOR SPONSOR DEVELOPMENT

1. Conduct a luncheon/workshop session on techniques of supervision.
2. Conduct a session to discuss the learning process in simple terms. Sponsors should know how students learn in order to train effectively.
3. Send out a newsletter telling about in-school related instruction.
4. Conduct an open house of the business department.
5. Conduct an appreciation event; i.e., COE Banquet at which time a certificate can be awarded to sponsors.
6. Inform all sponsors of pertinent training films and other resources.
7. Invite sponsors to a meeting of your advisory committee.
8. Conduct a session on how to evaluate the student-employee.
9. Accompany sponsors to a local Administrative Management Association meeting.
10. Invite sponsors to attend an FBLA meeting.
11. Conduct in-service classes for supervisors. Employers are always appreciative of courses in the latest techniques in records management, word processing, etc.
12. Invite sponsors to meetings of organizations to which you belong—Rotary, Business and Professional Women's Club, Virginia Business Education Association, Virginia Vocational Association, etc.
13. Invite small groups of sponsors for dutch-treat luncheons to discuss a specific topic relating to COE.
14. Ask sponsors to arrange field trip for your class.
15. Ask sponsors to serve as judges for local/regional FBLA events or to chaperone at State FBLA Convention.
16. Ask sponsors to be guest speakers in related class.
17. Ask sponsors to allow you to study a particular system within the office (job analysis). Ask that

they evaluate your procedures, survey instruments, etc.

18. Ask sponsors to display materials during COE Week. (Window display.)
19. Ask sponsors to arrange career awareness session at organizations for students in related classes.
20. Be available to help sponsors improve methods of handling outgoing mail, improve correspondence procedures, improve records management, improve use of forms, etc. Let sponsors know that you possess skills in office management and administration and that you are willing to help.
21. Explain procedures for making a final written evaluation of the student-trainee.
22. Discuss with the sponsors the student's plans after graduation—ask for advice and opinion.
23. Ask for suggestions concerning future in-service education classes which you might offer at the local high school to help sponsors in their own education and improvement.

APPENDIX B

FOUR STEP TEACHING APPROACH

One instructional theory that is quite simple and is a tried and true model for teaching is the Four Step Teaching Approach developed by the psychologist, Herbert, in the early 1800's. You can convey this approach to training sponsors to help them develop their instructional competence.

1. PREPARATION

#Prepare the learner

put learner at ease
explain the reason for instruction—motivate learner
get complete attention

#Prepare the lesson

list or decide on major points to be presented
determine how you will present the material
decide upon a standard of performance
make available all materials learner will need

2. PRESENTATION

#Present the material to be learned
#Teach one point at a time and do so slowly
#Pause to allow time for questions during the presentation
#Review

3. APPLICATION

#Let learner demonstrate the procedure
#Ask questions about procedure to assure learner understanding and correct any mistakes
#Assist when necessary during the initial tryout and for the first few times the procedure comes up again

4. EVALUATION

#Check the learner in the actual work setting against your established standard of performance
#Correct errors
#Encourage questions
#When satisfied that the learner can perform at established standard, allow him/her to assume the responsibility

APPENDIX C

SUPERVISORY TIPS FOR TRAINING SPONSORS[7]

What Young People Are Like

Each one is different. Each is changing at an individual rate and in an individual way from child to adult. This time of rapid change begins at about 12 to 14 years of age and continues to 21 or 22. The period of greatest stress comes between 14 and 18.

You can almost see them grow. What does this growth mean to them? How do their attitudes and interests change? How are they struggling to work out an adult self—to decide the kinds of persons they want to be? They are anxious to "belong" in the adult world, and yet they are slow sometimes to give up their childish ways. It is important to them to be independent—to throw off adult dominations of childhood. Many of them still have to learn that grownups, too, are subject to authority. They're not full-fledged adults yet but they're trying their wings.

How They Grow

It takes about 8 years for a child to become an adult. During this period bones and muscles may grow rapidly or gradually. The circulatory system must expand and glands develop to perform their function for the body. Sometimes these changes are so gradual and so well coordinated that you scarely notice them. Sometimes, though, they are so fast and so uneven that you may be dismayed.

Boys gain 50 percent in muscle volume during adolescence. Some muscles may grow faster than others. This may make young people awkward and unpredictable—even to themselves. Long bones may grow faster than muscles, and the tall boy may not be as strong as he looks.

The heart doubles in size during this period, but the tall boy's heart may not have started its spurt of growth. If a small heart has to pump blood through a grown-up body, the youth tires quickly. This is not laziness.

Glands may develop unequally, too. This often makes youth unpredictable emotionally. It doesn't mean that they are basically undependable.

Usually young people at this age are healthy—they have little illness. But growing bodies need plenty of sleep and rest.

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[7] Adapted from bulletin 174, *The Youth You Supervise,* U. S. Department of Labor, Bureau of Labor Standards, 1965. Used with permission.

Their reaction time and their capacity for speed and coordination in small movements are fully developed, but they need training.

How They Think and Learn

The typical adolescent of 16 or 17 has about attained adult ability to learn. They have reached the age where they want to reason things out—to understand the principal back of the action. They do not argue just to show off.

You'll probably find a sharpness of mind if you look for it. Bright young people are likely to resent being talked down to. However, though they may be intelligent, they acquire judgment only through experience. Their judgment grows as they meet and solve problems.

These youth learn from observing you and their fellow workers as well as from what you deliberately try to teach them. They are expecially prone to imitate grownups they admire.

Everyone learns faster when at ease. Youth may be so absorbed by concern about the new situation they find themselves in that at first their minds are not free to learn.

Success in the first steps is important to learning. If young workers are confronted with failure as they begin a new activity, they may be afraid to try again. You can help them use their mistakes to increase their learning.

Youth may be doing a great deal of intellectual and emotional exploring. This is part of what adults call "day dreaming." They look for answers to big questions—are searching for ideals, for values, for understanding of life. Their idealism makes them responsive to appeals for teamwork, loyalty, and high standards.

How They Feel

Youth are insecure in this growing-up stage. They hate to be laughed at. They don't want to ask questions that may sound silly. Adolescents may feel grown up and confident one day and like children the next. They grow out of this!

When they are in a self-confident phase, they may act intolerant of adults who they think make mountains out of molehills. Everything is simple to them when they are in a conquering mood.

They are often very critical of themselves and sensitive to blame. On the other hand, they are reluctant to admit errors to others and are easily discouraged if ridiculed or criticized too harshly.

They may be as critical of others as they are of themselves. They expect a lot from adults around them and feel very let down when grown-ups fail them.

Youth have a deep need to be accepted as persons in their own right. When they are treated as adults, they usually respond with adult behavior. They value the respect of adults around them, even though sometimes they don't seem to know how to gain it.

If they feel your interest in them and your desire to help them make good, they'll probably accept you as a friend and adviser.

What They Want

Youth are a bundle of contradictions. They want to be treated as individuals, yet want to be part of their "crowd." They are strongly group minded and want to be part of a team.

They want to do things in the accepted grownup way. This makes them try to appear sophisticated. To hide insecurity they may affect a bold manner, or slang, or profanity.

Young people often want different things from a job than do adults. Human relationships are important to them. They usually want most of all to like the people they work with and to be liked by them. They want the boss to like them, too. They will try harder and do better if they feel they are recognized and liked.

Youth's interest in the opposite sex is not suspended during working hours. Adolescent girls and boys will play up to other adolescent boys and girls even though it may look silly to adults. They have to learn that social interests must not interfere with the job.

Young people want to be successful. But those who are both in school and at work have school success on their minds as well as success on the job. Besides wanting reasonably good grades, they are probably concerned about success in other activities—athletics, dramatics, school social life. Their sense of values may be strained when the job conflicts with the biggest football game of the season. They may need your help in getting the right perspective.

But they want job success, too. They may expect too much too fast. They may not realize their own limitations or the limitations of the job. You may have to help them set aims in keeping with their abilities and show them how to reach them.

How To Speed Their Progress

You do for youth all the things you do for other new workers, and always you remember they are young and developing in body and mind. Because they are in that in-between stage when they are not quite adult, some general principles of supervision take on special importance in dealing with youth. Or we slant them differently when we're supervising youth.

The new worker has no shop know-how—has never experienced the routine things you're likely to take for granted in a work situation. You can expect him to react differently from adults. Remember what a change it was for you to go from classroom to workroom.

Develop good attitudes

You want your workers to be cooperative, to be willing to pitch in when emergencies arise, to have pride in the organization and to feel they have a stake in it. These cooperative attitudes are a by-product of all the supervisor's dealings with his employees, from

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the time they apply for a job until they leave his employment. You have a great opportunity to develop good attitudes in your young workers. Go on from there. When you stress the "we" and not the "I," it makes them feel they belong. Learning about the company organization, the employee benefit program, and top management personnel and policies will boost their morale. You can stimulate interest in the job by helping young workers see why their work is needed and how it fits into the whole pattern of the organization. It helps if you tell them ahead of time when you're planning changes that affect them.

You can develop their initiative by encouraging them to join in figuring out ways of cutting out waste or of making their work easier or better.

Praise your young workers, too, when their work merits it. It may be just the spur they need and will make them feel you're their friend. They'll do more out of loyalty than out of fear.

The language and behavior of the other workers will influence their behavior, too. Encourage the kind of atmosphere you'd consider suitable for your own sons and daughters.

Bad attitudes toward work or fellow workers are cited as reasons for job failure more frequently than inability to do the work.

If young workers act defiant or resentful, it may be just an experiment in independence, or maybe they're identifying you with parents who refuse to let them grow up. If you use an honest approach, you'll encourage cooperative attitudes.

Attitudes are caught, not taught.

Start them right

You probably carry out a program of orientation for all new employees. You understand that you have to help them all adjust to their new jobs. But it takes more time and attention to specific details to get your young workers off to a good start. This is well worth doing because they have many useful years ahead of them if they get started right.

Remember that inside they're probably scared and that it is up to you to relieve the tension. A friendly word can be a lifeline. Once they have some confidence—if they're familiar with their surroundings, know their fellow workers, and understand who's to give them orders—they'll be able to learn faster.

Take time to show them where all the facilities are—washroom, lunchroom, drinking fountains—and what to do in case first aid is needed. You'll have to explain how, when, and where they'll be paid, why deductions are made, and why some pay is held back. Company rules should be explained to them before they inadvertently offend. When they see that rules are reasonable and in the best interests of all, they're glad to observe them.

If you can put them under the wing of a friendly worker with more experience, it will help them feel at home and find their way around. Other workers can help by accepting the young ones in their give-and-take on the job—not bullying or playing practical jokes.

Talk to them about the end product or service the establishment produces. They want to be a part of something bigger then they are.

A good start is half the battle.

Show them how

Training workers in job skills is a big part of your job as supervisor. It's always a good idea to plan and organize jobs in short units for beginners. But for young workers this is essential.

Breaking up their jobs into short units eases them into a full workday gradually. Young people aren't used to sticking at one thing for 8 hours a day. School and home tasks have usually been short ones.

You don't just tell young workers what to do—you show them how to do it. Take it step by step. Then let them do it a step at a time. You take it slower and go into more detail than with adult workers because you know they are green.

Talk to them in words they'll understand, remembering that shop terms and lingo will be confusing until they are explained. Make it easy for them to ask questions. When you tell the reasons for doing things your way, they catch on faster. That way they feel that you respect their intelligence and they don't have to show off to impress you.

Most beginners worry more about speed than quality. They need to know what you consider of first importance—speed or quality. They may not realize that keeping a steady pace and doing the job right makes a difference to their fellow workers. Young people don't mind your being firm about things that matter as long as you're fair and square.

Encourage them to think about what they are doing. If they routinely perform an operation, they may routinely repeat the same error over and over until you discover it.

It's as important at this stage for youth to learn good work habits as to master skills.

Keep them on the job.

Reducing absenteeism by keeping workers accident free and healthy concerns all of us, but most of all it concerns you as a supervisor. Absent workers don't produce.

Youth need more guidance in safety measures than older personnel. They are curious—like to experiment—take more chances. Give them clear orders about safe areas and practices. Point out that doing things the right way means doing them the safe way. Explain what the guards on machinery are for and what hazards the machines involve. Help them see the reasons for safety regulations and cleanup rules. Show them how to lift and carry. Demonstrate safe and proper use of tools and equipment. You must be prepared to teach youth safe practices over and over again.

Breaks in routine or changes in operation will help their growing bodies. Studies show that prolonged use of one set of muscles, constant stooping, or heavy lifting sometimes hamper healthy development. If work is strenuous or if it involves a steady strain, arrange for rest periods and changes in muscles used. Young workers may not look ahead to consider that they've got to last out the working day. Girls may not realize that they can do the job better if they wear low heels for standing. Care in observance of child labor regulations will help protect young workers from over fatigue and injury.

If they're late often, or just stay away, you may want to try to find out why. Helping them learn to take care of their health and to feel responsible for being on the job is better than firing them. They'll probably accept guidance from you that they'd reject from their parents, once they see its relation to success on the job. If you have to fire a young worker, tell him why. It may help him on his next job.

Safety and health habits learned on their first jobs will pay off for young workers and employers for years to come.

Young people like to learn new ways of using their increasing strength. The jobs with least hazards are best for youth.

Help them get ahead

As a supervisor you are continually checking your employee's progress and giving them credit for good work done. You also have to look ahead and plan for future personnel needs. In order to match people and jobs, you have to be able to size up people's abilities and analyze the requirements of various jobs. Don't overlook your young workers when opportunity knocks for them.

Youth may be misled by an abundance of job openings into thinking they can advance themselves by hopping from one job to another. Explain to them how they'll be given more responsibility or put on production jobs that pay more once they'd got their bearings. High turnover results when young workers think entry tasks are dead-end jobs.

Encourage the ambitious ones and show them how they can get ahead. Watch for developing abilities. If promotion depends on more education or training, tell your young workers where and how they can get it.

If there are better jobs that they could be considered for in another department, don't hold them back. It's discouraging to a young worker to be kept on a beginner's job just because the job is done well, or because it's a nuisance to train for another job.

It's good supervision to see that ambitious young workers get a chance to use their highest capacities.

APPENDIX D

ORIENTATION CHECKLIST

Training Sponsor: Use one checklist for each student-trainee. Check each item as it is completed. Review information with the student-trainee after five days to insure thorough comprehension.

1. Introduce student-trainee to all persons with whom he/she will have contact. ______
2. Show the student-trainee the location of offices, equipment, and supplies that will be used. ______
3. Explain the duties of the student-trainee's first assignment. ______
4. Inform student-trainee as to who will supervise one or more individuals, and give orders to the student-trainee. ______
5. Inform co-workers of their relationship to student-trainee and solicit their cooperation. ______
6. Inform student-trainee of arrival time, quitting time, check-in procedures and check-out procedures. ______
7. Inform student-trainee of lunch-time and relief procedures and regulations. ______
8. Inform student-trainee of facilities available such as rest room, lunchroom, telephone, coat rack, etc. ______
9. Inform student-trainee of time recording procedure, pay schedule, deductions from pay and computation of wages. ______
10. Inform student-trainee as to appropriate clothing to be worn. ______
11. Inform student-trainee about any information which is to be kept confidential. ______
12. Familiarize student-trainee with employee benefits. ______
13. Inform student-trainee of clauses in a union agreement, if one exists, that pertain to cooperative students. ______
14. Inform student-trainee of promotional possibilities in your firm. ______

APPENDIX E

SAMPLE COVER LETTER FOR STUDENT FOLLOW-UP
(school letterhead)

(Name)
(Street)
(City)

Dear (Use first name):

I am conducting a survey of people who were students of the Cooperative Office Education program. The enclosed form requires only a few minutes of your time and will help us to improve cooperative office education in ________________. Your responses will be held in strict confidence.

Please complete the form and return it in the self-addressed envelope. I shall be personally grateful to you.

Sincerely,

(Name), Coordinator
Cooperative Office Education

Enclosure

REMINDER LETTER FOR STUDENT FOLLOW-UP
(school letterhead)

(Name)
(Street)
(City)

Dear (Use first name):

Recently I mailed a survey form, asking you to help us improve the Cooperative Office Education program at (name of school). Because the survey form has not been returned, would you mind taking time out of your busy schedule to fill it out. It would be greatly appreciated.

Sincerely

(Name), Coordinator
Cooperative Office Education

STUDENT FOLLOW-UP FORM
COOPERATIVE OFFICE EDUCATION

BACKGROUND INFORMATION

1. Name (Type name before mailing) ______________________________

2. Address: Street ______________________________

City ______________________________ State ________ Zip Code ________

3. Telephone Number ______________

4. Person who will always know your address

Name ______________________________
Street ______________________________
City ______________________________ State ________ Zip Code ________

5. Employment Status

______ working in an office
______ working and looking for a different job in office work
______ working and looking for a job in a new line which is ______________
______ not working and not looking for work
______ not working and looking for work

6. Employment history (complete appropriate blanks)

Month	& Year	Employer	Job Title	Pay (Optional)

7. Employment expectations (check one)

______ remain in present job
______ remain in present occupation but change employers
______ advance in my line of work
______ change lines of work
______ discontinue working
______ return to work as soon as I can

8. Did you secure your job as a result of having been a cooperative office education student?
______ Yes ______ No

EDUCATIONAL HISTORY AND PLANS

9. Since attending ______________________ City ______________ State ________

I attended	Name of school	Course Taken
______ trade school		
______ technical institute		
______ community college		
______ four-year college		
______ military school		
______ adult classes		

10. Relevance of High School (Community College, Institute, Whatever) Training (circle the response which best describes your opinion).

SA strongly agree	D disagree
A agree	SD strongly disagree

SA	A	D	SD	cooperative office education was the right program for me.
SA	A	D	SD	a counselor helped me get a job.
SA	A	D	SD	a teacher helped me get a job.
SA	A	D	SD	getting a job was easy.
SA	A	D	SD	my job skills were good enough to get me started.
SA	A	D	SD	coop experiences were important.
SA	A	D	SD	related class experiences were good.
SA	A	D	SD	English was relevant to my work.
SA	A	D	SD	__________ was relevant to my work.

11. Suggestions for improving cooperative office education.
(circle one response for each item)

It would be better to

SA	A	D	SD	begin classroom experiences earlier.
SA	A	D	SD	begin laboratory experiences earlier.
SA	A	D	SD	begin coop experiences earlier.
SA	A	D	SD	vary coop experience more.
SA	A	D	SD	deal more with skills in typing, shorthand, grammar, etc.
SA	A	D	SD	deal more with job information and advancement.
SA	A	D	SD	deal more with educational opportunities.
SA	A	D	SD	provide more job placement services.
SA	A	D	SD	provide more information about scholarships.
SA	A	D	SD	provide more individual instruction.
SA	A	D	SD	provide more leadership training.
SA	A	D	SD	provide more decision making experiences.

Comments

12. What is the most valuable feature of the COE program? ______________________________

13. What is the best way to improve the COE program? ______________________________

COVER LETTER EMPLOYER FOLLOW-UP

(school letterhead)

(Name)
(Street)
(City)

Dear ______________:

We are conducting a survey of employers or supervisors of people who took Cooperative Office Education at (school). The enclosed form takes only a few minutes to complete. We would like the immediate supervisor or someone who is familiar with the performance of (graduate's name) to complete the form and return it in the enclosed envelope.

Please be assured that responses will be held in absolute confidence.

Results of this survey will be used to improve the Cooperative Office Education program and related services.

I shall be personally grateful to you.

Sincerely,

(Name), Coordinator
Cooperative Office Education

Enclosure

REMINDER LETTER FOR EMPLOYER FOLLOW-UP

(school letterhead)

(Name)
(Street)
(City)

Dear ______________:

We are anxious to summarize results of our survey of people who took cooperative office education at (school) and note that we do not have a response from the supervisor of (graduate's name). We hope that the supervisor or someone who is familiar with this employee's performance will complete the enclosed form and mail it in the enclosed envelope before week's end.

I shall be personally grateful for your attention to this important matter.

Sincerely,

(Name), Coordinator
Cooperative Office Education

Enclosure

EMPLOYER FOLLOW-UP FORM

COOPERATIVE OFFICE EDUCATION

Year ____

1. Name of Employer or Supervisor ____________________
2. Business ____________________
3. Name of Employee (Filled in by Coordinator) ____________________
4. Employee's graduation date (Filled in by Coordinator) ____________________
5. What is your job title? ____________________
6. What is this employee's job title? ____________________
7. In what capacity are you related to this employee? ____________________
8. Employee Characteristics:
(Circle the response which best describes your opinion)

SA strongly agree	D disagree
A agree	SD strongly disagree

SA	A	D	SD	punctual.
SA	A	D	SD	reliable and dependable.
SA	A	D	SD	eager to get along with others.
SA	A	D	SD	well mannered.
SA	A	D	SD	better prepared than people from other preparatory programs.
SA	A	D	SD	thorough and accurate.
SA	A	D	SD	doing high quality work.
SA	A	D	SD	competent with planning and mental tasks.
SA	A	D	SD	competent with secretarial skills.
SA	A	D	SD	willing to be supervised.
SA	A	D	SD	pleased to take suggestions.
SA	A	D	SD	adaptable.
SA	A	D	SD	able to make good judgments.
SA	A	D	SD	likely to be promoted in average time.
SA	A	D	SD	likely to benefit from additional education and training.
SA	A	D	SD	likely to get ahead.
SA	A	D	SD	safety conscious.

9. Comments
The one outstanding strength of this employee when he/she came to work here was ____________
The one outstanding weakness of this employee when he/she came to work here was ____________
The two skills or personal qualities which I value most in new employees are ____________
10. What could the coordinator of COE do to help improve the services furnished by the school? ____________
____

MODULE 10 CRITERION TEST

Respond to the following items.

1. What factors or circumstances impede the training station from becoming the bona fide educational laboratory that we desire?
2. What is the major criticism leveled against co-operative education? Do you feel that such criticism is justified? Explain.
3. What can the coordinator do to improve the educational significance of the on-the-job portion of the cooperative educational experience?
4. Define a sponsor development plan.
5. What are the two major stages of a sponsor development program?
6. Develop a comprehensive agenda of the topics you expect to discuss at the initial interview/group conference with the training sponsor(s).
7. Identify at least five major topics that would lend themselves to the coordinator's attention in the on-going stage of sponsor development.
8. List eight items that should be included in a training sponsor's manual.

To evaluate your performance on the Criterion Test, proceed to the Model Answers.

MODULE 10 MODEL ANSWERS

If your responses cover the same *major* points as those shown below, you should judge yourself as having met the objectives.

1. Factors which impede:

   A. Some employers become involved in cooperative education because of economic benefits to the firm; educational benefits to students become a secondary concern.

   B. Many coordinators are more interested in placing the student in any kind of job than in the quality of the training station itself.

   C. Lack of knowledge of training sponsors about their role in a cooperative program.

2. Because of the lack of quality training stations, students are not receiving any more training or instruction on the job in cooperative programs than they would get in any other work placement program. Consequently, no qualitative difference exists between a cooperative program and any other work program. Concomitantly, employers view students only as part-time workers and the work experience provides less than adequate educational experiences.

3. The answer is simple—develop and execute a well-planned sponsor development program!

4. A sponsor development plan is a written plan which identifies what the coordinator will do to prepare the job sponsor to be a better teacher of the student-learner.

5. The two major steps of a sponsor development program are sponsor preparation and on-going sponsor development.

6. The agenda for the initial interview/group conference with the training sponsor(s) should include these items:

   A. Orientation to nature and philosophy of COE
      1. What it is
      2. How it differs from other work programs
      3. Training medium vs. part-time help for employer

   B. Training Sponsor's Role
      1. Orientation of student to the firm and the position
      2. Training and supervision of the student
      3. Introduction to training plan
      4. Evaluation of student performance
      5. Counseling on job-related matters
      6. Communication with coordinator about job-related matters concerning student-learner

   C. Student's Role/Responsibilities
      1. Hours of work/school attendance
      2. Academic credit earned
      3. Adherence to specific school policies regarding participation in COE
      4. Communication with teacher-coordinator and training sponsor regarding job-related matters

   D. School/Coordinator's Role
      1. Classroom activities—teacher-coordinator as partner in cooperative enterprise
      2. Coordinator's visitation schedule
         a. purpose of visits/frequency of visits
         b. preferred times established
      3. FBLA—purposes
      4. Student evaluation
      5. Program evaluation
      6. Reporting

7. Five major topics that lend themselves to the coordinators attention during the on-going stage of sponsor development follow:
   a. Preparation and use of the training plan
   b. Instructional techniques
   c. Supervision of youth
   d. Student evaluation
   f. Career awareness
   g. Program evaluation

8. A training sponsor's manual will usually contain the following:
   A. Explanation of COE program
   B. Copies of training agreement and other agreements
   C. Orientation checklist
   D. Sample training plan
   E. Curriculum outline
   F. FBLA information
   G. Student evaluation form
   H. Any other helpful information such as teaching approaches, suggestions on how to supervise young people, labor law information, a school calendar, etc.

DECISION

If your performance on the Criterion Test is evaluated as satisfactory, you have completed this module.

If your performance is not satisfactory, you should do the following to correct deficiencies:

1. Restudy the Learning Activities in this module.

2. Study the Additional Resources which are cited in the footnotes of this module.